

# OCEAN CITY HIGH SCHOOL

## PROGRAM OF STUDIES 2024 - 2025



## HOME OF THE “RED RAIDERS”

*“Committed to Excellence”*

*Steps from the Beach and the Sparkling Atlantic Ocean*

*501 Atlantic Avenue*

*Ocean City, New Jersey 08226*

**Ocean City High School**  
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**Phone (609) 399-1290**  
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<http://www.oceancityschools.org>

**Program of Studies**  
**2024 – 2025**



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Mr. Christopher Banks – ext. 8718 <a href="mailto:cbanks@ocsdnj.org">cbanks@ocsdnj.org</a>	H-Ma, W,X
Ms. Andrea Kuhlberg – ext. 8720 <a href="mailto:akuhlberg@ocsdnj.org">akuhlberg@ocsdnj.org</a>	Mc-R
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Ms. Tifaya Noble – ext. 8756 <a href="mailto:tnoble@ocsdnj.org">tnoble@ocsdnj.org</a>	K-12 Mental Health Social Worker
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Ms. Angelina Montello- ext. 5427 <a href="mailto:amontello@ocsdnj.org">amontello@ocsdnj.org</a>	K-12 Mental Health Substance Abuse Counselor



# OCEAN CITY HIGH SCHOOL

501 Atlantic Avenue • Ocean City, NJ08226

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[www.oceancityschools.org](http://www.oceancityschools.org)

**Dr. Wendy O'Neal, Ph.D.**  
Principal

Dear OCHS Parents and Students,

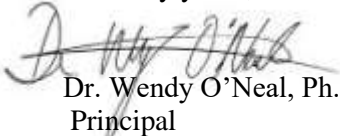
Through the collaborative efforts of many, the Ocean City High School Program of Studies is updated annually to assist students, parents, guidance counselors, and teachers in selecting a personalized academic program that is most beneficial to individualized student success. This Program of Studies provides pertinent information about the curricular offerings at Ocean City High School and assists students in conjunction with their parents, as well as their guidance counselor, in selecting a course of study that is aligned to their interests and needs. Our commitment is to prepare all students for their future ahead, while committed to excellence.

The faculty, administration, and Board of Education strive to provide a comprehensive program of instruction for all students at Ocean City High School. The curricular offerings at Ocean City High School are designed in accordance with the New Jersey Student Learning Standards, local curriculum and proficiencies, and the Board of Education policy. Students and parents should review information on the course offerings, assessments, graduation requirements and other critical information contained in this comprehensive guide to make your students' experience at OCHS meaningful, challenging, and rewarding.

Additionally, parents and students are encouraged to work closely with their guidance counselors throughout their student's high school career in order to develop the appropriate course selections, ensure the appropriate subject area sequencing is followed, and meet the graduation requirements. The guidance staff in conjunction with each family will identify the student's college/career aspirations and then develop the appropriate program to meet those aspirations. Our goal is that each student will take advantage of the many opportunities offered at Ocean City High School. By doing so, students can develop their talents to the fullest extent and create their pathway to success.

The Program of Studies allows students and parents to create a four year sequence of courses that guides them on their pathway to reach their goals and prepare students for life after high school. The guidance counselors will be available throughout the course selection process to offer their input and insight; please do not hesitate to reach out to the counselors with any questions or concerns. To reach the guidance office by phone: 399-1290 ext. 4214, or visit the high school webpage at [www.oceancityschools.org](http://www.oceancityschools.org) and then click the Guidance Portal under the Students Services heading.

Sincerely yours,



Dr. Wendy O'Neal, Ph.D.  
Principal

***Ocean City School District – Committed to Excellence***

Equal Opportunity Employer



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## **Your High School Program**

Ocean City High School offers a curriculum that is designed to provide a rich and comprehensive education to all students. The State of New Jersey has defined Core Curriculum Content Standards that you will be exposed to and minimum credit requirements for graduation that Ocean City High School has expanded upon to enhance your educational experience. Take advantage of the opportunities afforded you and use this booklet as a resource to plan a program of studies that is unique to your particular interests, future plans and academic abilities.

The high school years are a time of educational experimentation and personal discovery. Challenge yourself and broaden your horizons as you seek to discover who you are and develop goals for the future. Do this with the knowledge that no student will be denied access to any course offering on the basis of race, sex, national origin, color creed, religion, ancestry, economic standing, or handicap. Plan your program with an understanding of your overall demonstrated abilities, motivation and desire to work at the level required for success in the courses chosen.

Since post-secondary school requirements for employment, college, and post-secondary training are constantly changing, students must frequently re-evaluate their immediate and long-term goals. The guidance staff is available throughout the school year and at select times during the summer to assist you in developing an appropriate program of studies.

## **Graduation Requirements**

It is the policy of the Ocean City Board of Education to provide learning opportunities and programs, which are appropriate to the abilities, needs, and interests of the pupils in order that they may successfully complete an appropriate course of studies leading to graduation. The specific requirements for graduation are both mandated by State of New Jersey and expanded upon by the local District Board of Education. In order to receive a state endorsed diploma from Ocean City School District a pupil must:

- New Jersey state graduation testing requirement and/or state approved alternate assessment.
- Meet the district attendance policy.
- Earn a total of 135 credits to graduate.
- Take three years of math that includes Algebra 1, Geometry and a higher level math course.

## **COURSE SELECTIONS**

When making course selections each school year, students need to consider their future goals and aspirations. Counselors will assist in this area and make recommendations to ensure that graduation requirements are met and that students plan a program that will keep a variety of post-secondary doors open. Below are the minimum course selection requirements by grade level.

<b>Required Areas/Disciplines of Study</b>	<b>Class of 2025</b>	<b>Class of 2026</b>	<b>Class of 2027</b>	<b>Class of 2028</b>
<b>English</b>	4 years	4 years	4 years	4 years
<b>World History</b>	1 year	1 year	1 year	1 year
<b>United States History</b>	2 years	2 years	2 years	2 years
<b>Mathematics</b>	3 years	3 years	3 years	3 years
<b>Science</b>	3 years	3 years	3 years	3 years
<b>World Language</b>	1 year	1 year	1 year	1 year
<b>Health and Physical Education</b>	4 years	4 years	4 years	4 years
<b>Visual and Performing Arts</b>	1 year	1 year	1 year	1 year
<b>21<sup>st</sup> Century Life</b>	1 year	1 year	1 year	1 year
<b>Financial Literacy</b>	1/2 year	1/2 year	1/2 year	1/2 year



OCEAN CITY HIGH SCHOOL MINIMUM COURSE REQUIREMENTS FOR 2024-2025				
	Freshman	Sophomore	Junior	Senior
English	English 9	English 10	English 11	English 12
Health and PE	Health/PE 9	Health/PE 10	Health/PE 11	Health/PE 12
Mathematics	Math	Math	Math	
Social Studies	World History	U.S. History 1	U.S. History 2	
Science	Science	Science	Science	
World Language	World Language			
Visual/Performing Arts	**			
21 <sup>st</sup> Century Life	**			
Financial Literacy	**			

#### NOTES TO ABOVE:

- All students in grades 9-11 are required to enroll in a minimum of 40 credits (8 courses) per year. Students in Grade 12 are required to enroll in 35 credits (7 courses) per year.
- **Co-curricular eligibility** (sports, clubs, and activities) is tied to success in the classroom. Students must pass 6 classes (minimum of 30 credits) the year prior to participation in the fall. In order to participate in spring co-curricular sports and activities, students must be passing 6 courses (minimum of 15 credits) at the conclusion of the first semester.
- The above reflects State of NJ eligibility. **OCHS also has an eligibility policy that is outlined in the student handbook.** Students must meet **BOTH** standards of eligibility in order to participate.
- Although seniors and juniors have less required courses, their schedules will be driven by their future aspirations as they elect to pursue a particular area of emphasis or interest.

#### New Jersey Graduation Testing Requirements:

The state (NJDOE) test is the New Jersey Student Learning Assessment (NJSLA) and the following high school assessment graduation requirements are in place for the **Class of 2025**:

In **English Language Arts/Literacy**, students must demonstrate proficiency:

1. On the New Jersey Graduation Proficiency Assessment in grade 11; or
2. By meeting the designated cut score on a substitute competency test; or
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In **Mathematics**, students must demonstrate proficiency:

1. On the New Jersey Graduation Proficiency Assessment in grade 11; or
2. By meeting the designated cut score on a substitute competency test; or
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

*Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. The Individualized Education Programs (IEPs) of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway.  
State testing subject to change by the NJDOE.*



## **Guidance Services**

The Ocean City High School Guidance Program subscribes to the overall philosophies and objectives of the school. Its primary goal is to help students realize their full potential as human beings. The program encourages self-growth by helping students successfully meet the challenges of living. It also encourages self-direction and decision-making based on a system of values, which allows maximum individual growth within the framework of a well-ordered society. In their role as student advocates, counselors serve as a liaison between home and school. Helping students make good decisions in terms of their education and personal lives is an important function of the high school counselor. Much of the time is dedicated to developing a post-secondary plan that is appropriate for the student. This is a joint endeavor that involves not only the counselor and the student, but also the family. Planning an appropriate program of study is an integral component of this process. Counselors will always seek to have students challenge themselves both in and out of the classroom.

Course selection will take place during the winter months. Letters/emails will be sent home telling students and parents about the timeline for scheduling. Take the time to review this publication so you are prepared and have a good understanding of the courses and programs available to you. Parents are always welcome to attend these meetings or may come in to discuss their child's program at a more convenient time.

**Thinking about college?** Those students planning to attend a 4-year college immediately after high school need to plan a program of studies that will enable them to have this option. Your aspirations will be discussed at every scheduling conference. During your junior year scheduling conference, a college search will be performed if you have not already been actively working in this area. We strongly recommend that you meet with your counselor early in your high school years to discuss this and begin considering and visiting potential colleges.

***Opportunities are available through the school year for students to meet with college, military and other post-secondary institutions admissions representatives at Ocean City High School. Visit Naviance for a list of those opportunities and to sign up.***

Colleges vary greatly in their selectivity. Students should always challenge themselves and take the strongest program they can handle. "The strength of a student's schedule and the grades earned within that program are still the most important factors in college admissions and may have a direct impact on the quality of a student's SAT or ACT scores."

A **minimum** of 16 academic units is required for consideration at most 4-year institutions. This should include the following:

- |                  |   |
|------------------|---|
| • English        | Four Years  |
| • Mathematics    | Three years or more – no less than Algebra 1, 2 and Geometry (Many are requiring 4 years) |
| • World Language | Two years of the same language – 3-4 often desirable                                      |
| • Science        | Three years with at least 2 lab sciences  |
| • History        | Three years – including World History, US 1 and 2   |

Please remember, these are minimum requirements. Success in Honors and AP classes is required for applicants to be considered at more selective colleges.

**College-Bound Evening Presentations:** In order to assist students and parents with the various aspects concerning college attendance, the guidance department hosts several evening meetings to facilitate the process. Our goal is to make students and parents educated consumers.

- 9<sup>th</sup>/10<sup>th</sup> Grade "Early College Planning" – Although it is never too early, we host a presentation in the winter to provide information to students and parents to prepare for the college application process.





- 11th grade – A Session that focuses on the use of Naviance, the OCHS College Planning guide, the college admissions process, visiting college campuses, NCAA Eligibility and testing. In the Spring the College/Career Counselor visits junior classes to initiate post-secondary planning discussion.
- Spring College Admissions Panel: All grades are welcome. Various college admissions professionals conduct a panel discussion regarding the application process, college visits, selecting the “right fit” and financial aid/scholarships.
- 12th grade – In September, the College/Career Counselor visits senior classes to provide information on post-secondary planning and the Guidance Department’s college application procedures. In late September we reconvene for “Senior Financial Aid Night” that provides our parents with the information they need to apply for financial aid and how to interpret the packages they may receive from the colleges.

**Testing for College Admissions** - Advice in this area is very student-specific and counselor opinions should be gathered in terms of when, and which tests to take. Below is a thumb-nail sketch of opportunities and general recommendations.

- 9th grade – All ninth graders will take The PSAT 9 (see below). Fee is paid by the district.
- 10th grade – Students will take the PSAT that is offered in October. Fee is paid by the district.
- 11th grade – All juniors will take the PSAT in October (even if they took it as sophomores). Fee is paid by the district. This is the only year in which students are considered for NMSQT Scholarships that are related to junior PSAT scores. We encourage juniors to take the SAT twice this year. Students are also encouraged to take the ACT. As with most college related matters, consult your counselor.
- 12th grade – Seniors will take the SAT and/or ACT again in the fall if needed.

**PSAT/NMSQT – National Merit Scholarship Qualifying Test** As previously stated; **all juniors** will take the PSAT in October. The junior year results are the only scores considered in the annual scholarship competition sponsored by the National Merit Scholarship Corporation. Although the test is administered nationally, the scores required for consideration vary by state. Students honored as commended, semi-finalist or finalist may find this enhances their resume for college admissions and future scholarship opportunities.

**PSAT 9** – The College Board has developed this instrument to provide students with an early assessment of their college and career readiness. The test measures critical reading, mathematics and writing skills using PSAT-type questions based on the College Board Standards for College Success.

### **Grading**

Although students and parents can track student grades during the school year through “PowerSchool”, parents are formally notified via email, how their children are doing 8 times each year. Interim grades are issued midway through each of the 4 marking periods and report cards are issued at the end of each quarter. The final grade for each course is notated on the transcript.

### **Grading Scale**

<b>Report Card Grade</b>	<b>Equivalent Letter Grades</b>	<b>Conversion Factor for GPA</b>
98-100	A+	4.33
95-97	A	4.00
92-94	A-	3.67
89-91	B+	3.33
86-88	B	3.00
83-85	B-	2.67
80-82	C+	2.33
77-79	C	2.00
74-76	C-	1.67
71-73	D+	1.33





68-70	D	1.00
65-67	D-	0.67
0-64	F	0.00

The **final grade** is calculated as per the following:

- Full year course – the 4 marking period grades are added together and divided by 4. This grade is then multiplied by 85%. An End of Course (EOC) assessment will be administered at the end of the year and count for 10% of the final grade. Four Quarterly Benchmark Assessments (QBAs) are given throughout the year (one per marking period) and have a value of 1.25%. The four QBAs are averaged together to represent 5% of the final grade.
- Semester course – the 2 marking period grades are added together and divided by 2. This grade is then multiplied by 97.5%. Two Quarterly Benchmark Assessments (QBAs) are given (one per marking period) and have a value of 1.25%. The two of these averaged together contribute to 2.5% of the final grade. There is no separate EOC assessment.

Students who receive an **“Incomplete (IN)”** on their report cards due to absence must make up the work within a 2-week period following the issuance of report cards or the grade automatically becomes an “F”.

#### **Other Grading Notes –**

To maintain consistency across content areas within OCHS, teachers begin with their gradebook set-up to two categories, Summative (60%) and Formative (40%). There are several best practices that coincide with this set-up: teachers will give a minimum number of assessments in each category for each marking period and teachers should be inputting grades in a timely manner following assessments. Teachers within their departments or specific courses always have the ability and latitude to offer multiple and diverse assessments as they align with the standards of the course.

**Course withdrawal and loss of credit** - Students who make schedule adjustments during the school year may have an impact on their record. The following designations may appear on a student’s report card and their transcript: **WP** – withdrew passing, **WF** – withdrew failing, **LC** – loss of credit due to attendance.

**Citizenship** – Ocean City School District promotes and acknowledges the role that good citizenship plays in fostering a positive learning environment. Although citizenship is not considered in the calculation of grades, it is noted on the report card. The following letters are listed next to each posted grade:

O – Outstanding      S – Satisfactory      U - Unsatisfactory

**Note:** 2 or more Us will make a student ineligible for co-curricular activities – See your student handbook for a complete description of the Eligibility Policy.

**Honor Roll** – Students performing at a high academic level each marking period will be recognized by being placed on the “Honor Roll”. The following GPAs (out to four decimal places and not rounded up) serve to qualify students for one of our two levels of recognition:

3.8000 and above	Distinguished Honors
3.3000 to 3.7999 (weighted)	Honors

**Graduation** – Students graduating with a weighted GPA of 3.3000 – 3.7999 (not rounded up) will receive a silver tassel. Students graduating with a weighted GPA of 3.8000 and above will receive a gold tassel.



## **Scheduling Policies**

### **Guidelines for Schedule Changes**

Any schedule issue should be discussed with the appropriate counselor. Students can make appointments with counselors by contacting the Guidance Secretary at 609-399-1290 ext. 4214 or by completing an appointment slip in the Guidance Office.

At OCHS every effort is made to give students a schedule of classes that were requested during the course selection process. After the initial course selection process concludes in late winter/early spring, there will be an opportunity during the first week of June to make changes to initial selections with parent & teacher approval. The school's master schedule and staffing is built upon careful and deliberate course selections made by students. Every effort should be made by students, counselors, parents, and teachers to ensure that the courses selected are appropriate for the students. No changes to course selections will be considered after the first week in June unless there are extraordinary circumstances. Administrative approval will be required for this circumstance. Course /level/ changes will only be considered after the 1<sup>st</sup> Marking Period Interim Grades of the school year up until the 2<sup>nd</sup> Marking Period Interim Grades. These changes will also require administrative approval.

### **Grading Guidelines for Grade 12 Course Withdrawals**

#### **Full Year Course –**

- 1) Dropped prior to Interims being published 1<sup>st</sup> MP, no record of course will appear on the student's record.
- 2) Dropped after Interims are published, but before the end of the second MP, WP or WF will appear on the student's record.
- 3) Dropped after 2nd MP grades are published; F will appear on the student's record.

#### **First Semester Course –**

- 1) Dropped prior to Interims being published 1st MP, no record of course will appear on the student's record.
- 2) Dropped after Interims are published, but before the end of the 1st MP; WP or WF will appear on the student's record.
- 3) Dropped after Report Cards are published the 1st MP; F will appear on the student's record.

#### **Second Semester Course –**

- 1) Dropped prior to Interims being published 3rd MP, no record of course will appear on the student's record.
- 2) Dropped after Interims are published, but before the end of the 3rd MP, WP or WF will appear on the student's record.
- 3) Dropped after Report Cards are published the 3rd MP; F will appear on the student's record.

## **Grade Point Average (GPA) / Rank Calculation**

A student's cumulative GPA is calculated at the end of each semester. Marking period GPAs are also computed for honor roll consideration. GPA's are calculated out to four decimal places. All GPAs are computed using a weighting factor. Courses receive additional weight based upon the following:

Dual Credit (DC) courses and second level PTE - additional 10% / multiplier = 1.1  
Honors (HN) courses – additional 20% / multiplier = 1.2  
Advanced Placement (AP) courses – additional 30% / multiplier = 1.3



Computing a student's GPA involves the following steps:

- Convert the final grade in the course to the appropriate factor – example  $92 = 3.67$
- Multiply the conversion factor by the credits for the course – example  $3.67 \times 5.00 \text{ credits} = 18.35$  quality points.
- After adding all the quality points together, divide this number by the number of credits attempted.
- If any of the above courses are weighted, multiply the quality points by the weighting factor before adding the points together.

EXAMPLE:

Course	Final Grade	GPA/Factor	Credits Att.	Quality Pts.	Wgt.	Quality Pts.
Algebra 1 CP	85	2.67	5.0	13.35	1.0	13.35
HN English 9	89	3.33	5.0	16.65	1.2	19.98
Accounting 1 DC	93	3.67	5.0	18.35	1.1	20.185
Mass Media	95	4.00	<u>2.5</u>	10.00	1.0	<u>10.000</u>
			17.5			63.515

The student's weighted GPA = 63.515 (Quality Pts.) divided by 17.5 (Credits Attempted) = 3.6294

### **OCHS Academic Recognition**

Class rank is not recorded on transcripts nor is class rank announced to students. Weighted GPA class rank is only utilized when required for college admission and/or college/institutional scholarships.

Summa Cum Laude: 4.6+  
Magna Cum Laude: 4.3 - 4.599  
Cum Laude: 4.0 - 4.299

Students that transfer into OCHS with past credits earned in Honors and AP courses will receive the extra value they would have been awarded as a member of our student body. Honors and/or AP courses that either we do not offer, or that were not offered in a particular year, will not be given the added weight.

### **Special Programs**

#### **Dual Credit Opportunities**

Ocean City High School offers Dual Credit Opportunities with Stockton University and Atlantic Cape Community College. These agreements provide students enrolled in specific dual enrollment courses the opportunity to obtain college credit.

In order to participate in this program, the student must:

- Be enrolled in a dual credit eligible course and meet the college/university grading expectations. (Grading Expectations Vary)
- Complete a dual credit application and registration with the college/university
- Remit tuition for the course to the college/university.
- Upon successful completion of the course, the student must request an official transcript from the college/university.

Course offerings for the 2024-2025 school year are reviewed and updated annually. Once Dual Credit articulation agreements are signed with Ocean City High School, students and parents are notified of approved courses by September of the school year in which they can apply. Dual Credit opportunities are listed below.

OCHS Course	ACCC Course	Credits
Computer Graphics 1 or 2	ARTS 135 Art with Computers	3
Accounting 1	ACCT 130 Financial Accounting	4
Personal Finance	BUSN 142 Personal Finance	3



Introduction to Business	BUSN 101 Intro to Business	3
Macroeconomics AP	ECON 110 Macroeconomics	3
Microeconomics AP	ECON 210 Microeconomics	3
Entrepreneurship	BUSN 104 Entrepreneurship	3
Principles of Marketing & Social Media	BUSN202-Principles of Marketing	3
HN Film Production	TVRF103 Digital Film Production	3
HN French 2	FREN 111 Elementary French I	3
HN French 3	FREN 112 Elementary French II	3
HN Spanish 3 or Advanced	SPAN 111 Elementary Spanish I	3
Spanish 4 Advanced	SPAN 112 Elementary Spanish II	3
Italian 2 Advanced	Elementary Italian I	3
HN Italian 3	Elementary Italian II	3
Chemistry Adv./Honors	CHEM 100 Intro to College Chemistry	4
Honors Computer Science JAVA	CISM 154 Computer Programming JAVA	3
Criminal Justice 2 Adv.	CRIM 101 Introduction to Criminal Justice	3
Pre-Calculus Adv./Honors	MATH 150 Pre-Calculus	4

OCHS Course	Stockton University Course	Credits
HN Pre-Calculus	MATH 1100 Pre-Calculus Mathematics	4
Honors Logic Propositional Calculus	Math 2225 Discrete Mathematics	4
AP Biology	BIOL 1200 Cells and Molecules	5
Honors News Broadcasting/"Current OC" Broadcast Program	GAH 1226 Tech of Film and Video	4
Honors Film Production	COMM 2402 Video Production	4
Honors/AP United States History 1	HIST 1152 US History to 1865	4
Honors/AP United States History 2	HIST 1153 US History since 1865	4
Holocaust/Genocide Studies Adv.	GSS 2240 The Holocaust	4
African American Studies	GAH 1360 African American History and Culture	4
Tomorrow's Teachers	GSS 2342 Tomorrow's Teachers	4
Honors ASL 3	LANG 1210 Beginning ASL 1	4
Honors ASL 4	LANG 1211 Beginning ASL 2	4
Spanish 3 ADV or Honors	LANG 1240 Beginning Spanish 1	4
Spanish 4 ADV	LANG 1241 Beginning Spanish 2	4
Honors French 3	LANG 1230 Beginning French 1	4
Hospitality, Tourism & Real Estate	HTMS 2101 Introduction to Hospitality	4
Principles of Marketing & Social Media	HTMS 3101 Marketing Principles	4
Stage Acting	THTR 2377 Topics in Theater Performance	4
Esports I	HTMS 2132 Introduction to Esports	4

OCHS Course	Rochester Institute of Technology	Credits
Intro to Engineering Design	TBD <i>*articulation pending, course weighting is dependent on that approval.</i>	TBD
Principles of Engineering	TBD <i>*articulation pending, course weighting is dependent on that approval.</i>	TBD
Digital Electronics	TBD <i>*articulation pending, course weighting is dependent on that approval.</i>	TBD
Civil Engineering & Architecture	TBD <i>*articulation pending, course weighting is dependent on that approval.</i>	TBD



## DUAL CREDIT OPPORTUNITIES

### OCHS-ACCC Dual Diploma

In conjunction with Atlantic Cape Community College (ACCC), OCHS offers a **Pre-College Program**. The Pre-College Program supports the national initiative and state call for the promotion of increased cooperation between secondary schools and institutions of higher education. The national Early College High School initiative encourages educational partnerships to increase the access of motivated high school students to the educational resources of institutions of higher education, **earning dual credits, Associate Degrees and career certifications by the end of 12th grade**. Therefore, the Pre-College Program offered at OCHS will become the official **Associate Degree** pathway earned at ACCC.

In general, an Associate's degree represents 60 credits of a prescribed program of coursework. Through the "Dual Credit" and Advanced Placement program(s), a student can accrue up to 30 credits of the required 60 credits for the Associate degree at OCHS. Dual Credit courses are defined as college-level courses taught at the high school by high school instructors. The remaining 30 credits must be taken through ACCC. All/most of college courses taken at ACCC will count towards OCHS graduation requirements as well. Student/families need to plan their pathway with both their OCHS counselor and counselors at ACCC. All tuition and fees are paid for by the student/families. Through the financial aid office at ACCC, there may be grant/aid and scholarship opportunities.

Ask you guidance counselor and/or the college/career counselor for more details about the program.

### OCHS-Stockton Accelerated Dual Degree Program

The Ocean City School District and Stockton University Dual Path Partnership agreement affords Ocean City High School students the opportunity to graduate from both Ocean City High School and Stockton University in six years. We are proud of the commitment of both institutions to provide students with a high quality education and seamless access to an affordable four-year college degree. The terms of the Dual Path Partnership agreement include:

- Students who earn their high school diploma in three years at Ocean City High school with a minimum GPA of 3.0 or better are guaranteed enrollment at Stockton University.
- Stockton University and Ocean City High School will continue to increase the number of dual credit offerings so that OCHS students can also complete as many as 32 college credits during their first three years of high school and transfer those credits to Stockton.
- Students who complete 32 credits at Ocean City High School may enter Stockton as sophomores.
- Stockton will waive the undergraduate admission application fee for eligible students,
- Stockton will provide on-site personal advisement and college admissions and financial aid workshops in Ocean City for prospective students and parents.
- Stockton will provide academic and merit scholarships to eligible student renewable for up to four years of undergraduate coursework to those who maintain a 3.0 or better GPA,
- Students who complete Ocean City High School in four years with a minimum GPA of 3.0 are also guaranteed admission to Stockton.
- Students who do not meet the minimum admissions requirements can be conditionally accepted to Stockton and encouraged to initially enroll at Atlantic Cape Community College under the existing Stockton Transfer Pathways partnership.



- Stockton admissions and financial aid counselors to visit Ocean City High School to support students in the Dual Path Partnership program.

### **Option II Course Overview**

Ocean City High School is firmly committed to offering a broad and diverse curriculum to each and every student. Our traditional program provides a level playing field in which students can excel. However, in an ever-changing and competitive world, students often seek opportunities outside our regular program. These opportunities can enhance, enrich and accelerate the educational experience.

Option II courses and opportunities may include, but are not limited to, one or more of the following: independent study, student exchange programs, online/distance learning, and/or other structured learning experiences. In addition, N.J.A.C. 6A:8-5.1 permits district boards of education to recognize successful completion of an accredited college course that assures achievement of the knowledge and skills delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.

All courses taken in this manner must be pre- approved by the School Principal prior to enrolling; students may not apply for Option II after they have completed a course. The course and grade achieved along with the credit value will be listed on the student's transcript, but it will not be counted in the calculation of GPA and Class Rank. Courses taken prior to the official start of a student's freshman year (September 1st) will not appear on the OCHS transcript under any circumstances.

Any student interested in Option II opportunities should consult with their Guidance Counselor to discuss these opportunities in more detail and obtain an application with additional guidelines. Parents/Guardians are responsible for all expenses associated with Option II courses. Option II opportunities do not replace the requirement to be enrolled in the required number of credits for a student's grade level.

**School Choice at Ocean City High School:** Students from outside the Ocean City educational community may apply to become students at Ocean City High School through the following programs:

STEM (Science, Technology, Engineering and Mathematics)  
Performing Arts  
Ocean City Academy of Business  
Tomorrow's Teachers  
TV/Media  
American Sign Language  
Criminal Justice

Each program is outlined below along with entry requirements. For a complete description of "School Choice" in Ocean City School District, please visit our district website at [www.oceancityschools.org](http://www.oceancityschools.org)

**STEM Academy:** Recently there has been a growing concern that the United States is not preparing a sufficient number of students, teachers, and practitioners in the areas of science, technology, engineering, and mathematics (STEM). High schools, universities, and industries around the country have a renewed emphasis on the sciences and technology. Ocean City High School's STEM Program affords students a rigorous program that includes core courses in science and math and allows students to choose from one of two technologies: Engineering or TV/Media.

Students who qualify for entry and complete the OCHS STEM program will receive an endorsement on their OCHS diploma and recognition at graduation. More importantly, the students that successfully complete the program will have established a solid career path in the areas of science, technology, engineering, and mathematics.





There are two components of the Science and Technology Choice Program: the core academic courses and the elective core in technologies.

**Core Academic** – A minimum of 3 Honors level courses must be taken from the list below and a minimum of one Advanced Placement course in both Math and Science (*prior to graduation to receive certification*).

- Science: Biology, Chemistry and Physics – AP Biology, AP Physics and/or AP Chemistry (Biotechnology/Forensic Science may be substituted for AP Course)
- Math: Geometry, Algebra 2, Pre-Calculus – AP Calculus 1 AB, AP Calculus 2 BC, AP Computer Science A and/or AP Statistics and Probability

**Core Elective Technologies** – The technology electives are chosen based upon the student's interest. There are two paths that students may pursue: 1) Pathway to Engineering (uses "Project Lead the Way" curriculum) or 2) TV/Media Productions. The elective courses required in each program are listed below.

***Pathway to Engineering:***

*Tier One: Foundation Courses – both required*

- Introduction to Engineering Design (9<sup>th</sup> grade req.)
- Principles of Engineering\*

*Tier Two: Specialization Courses– min. of 1*

- Aerospace Engineering\*
- Civil Engineering and Architecture\*
- Digital Electronics\*

*Tier Three: Capstone Course – senior year requirement*

- Engineering Design and Development\*

**OR**

***TV/Media Productions:***

Intro to TV/Film Production (9<sup>th</sup> grade req.)  
Honors News Broadcasting/"The Current OC" (Grades 10-12) or  
Honors Film Production (Grades 10-12) or

**NOTE:** Students who do not wish to participate in the STEM program in its entirety may take one or more classes as electives to explore a possible interest. However, students who have met the academic requirements for entry to STEM and who are actively taking the required coursework for certification will receive priority in scheduling. All courses above with an asterisk (\*) receive an additional 10% of value when computing a student's GPA.

**Performing Arts Academy:** This program is designed for the serious-minded student who wishes to explore their artistic discipline in one of two elective areas: Dance Fitness and Instrumental Music.

***Dance Fitness:*** The goal of the Dance Fitness elective is to introduce students to a variety of dance disciplines and equip them with the technical proficiency in at least one discipline. A secondary goal of the Dance Fitness elective is for students to develop an appreciation and scientific knowledge of dance as a physically demanding movement. In addition, students will gain a basic understanding of the dance disciplines through the demonstration of critical and creative skill applications within each discipline. The basic dance disciplines are: Jazz, Ballet, Zumba, Modern, and Country Line. Students will decide if they wish to participate in the Dance Fitness curriculum beginning in their sophomore year – Dr. Ed/PE Dance 10, Health/PE Dance 11 and Health/PE Dance 12. A recital will be required of students participating in Advanced Dance





***Instrumental:*** The goal of the Instrumental Music elective is to provide students that possess an intermediate level ability with a program to develop a high degree of ability in at least one musical instrument. Students will learn and apply traditional music theory and gain a historical and cultural awareness of a variety of instruments and genres.

Experiencing Instrumental Music with the following courses available and a minimum of 20 credits required:

*Piano*

*AP Music Theory*

*Wind Ensemble*

*Concert Band (9-12)*

*Instrument Improvisation*

*String Orchestra.*

### **The Ocean City Academy of Business**

The OCAB is supported by many local companies, banks and insurance agencies. The academy offers college level courses which enrich the traditional business curriculum. It is supported by an Advisory Board composed of local employers and educators who coordinate opportunities for students to job shadow and internships that help to connect the real world to the classroom studies. Students that have an interest in either owning their own business or majoring in a business related field should consider becoming a part of the Academy and taking related courses. Students that wish to participate in upper level academy should have a minimum of a 2.0 GPA and have completed Algebra 1. It is strongly recommended that students in the Academy participate in DECA.

Experiencing The Ocean City Academy of Business with the following courses available and a minimum of 20 credits required:

Introduction to Business DC

Advanced Placement Macroeconomics DC

Advanced Placement Microeconomics DC

Personal Finance DC

Accounting 1 DC

Accounting 2

Principles of Marketing & Social Media

All courses designated as dual credit will receive an additional weighted value of 10% when calculating the student's GPA. Students also have the opportunity to earn college credits after successfully completing dual credit assigned courses from Atlantic Cape Community College or Stockton University. A college transcript will be issued and the credits are transferable to other colleges and universities. Students will pay a discounted fee for the credits as well as a one-time application fee.

### **Career Technical Education (CTE) : Marketing/Marketing Management**

OCHS offers a Career Technical Education (CTE) program in the area of Marketing/Marketing Management. CTE programs are designed to bring career interests and coursework together.

Experiencing CTE: Marketing/Marketing Management with the following courses required:

*Fashion Marketing and Merchandising*

*Hospitality, Tourism & Real Estate Services*

*Marketing & Sports Entertainment*

CTE students must participate in the Career and Technical Student Organization: DECA and attain a passing score on the A\*S\*K\* Institute: Fundamental Marketing Concepts exam.



CTE programs of study require at least one Structured Learning Experiences (SLE) during the program of studies. SLEs are experiential, supervised educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups and to assist them in gaining employment skills and making career and educational decisions. SLE experiences can include job shadowing, cooperative education experiences, volunteering, apprenticeships, internships, or school-based enterprises. The on-campus SLE will feature opportunities in the school store: Raider Retailers. Off-campus opportunities can also be explored. At the conclusion of meeting all CTE requirements, students will be awarded a certificate of completion and may include their CTE experience in their college and career post-secondary planning.

#### **Tomorrow's Teachers Academy:**

The Tomorrow's Teachers program has been designed to attract students who possess exemplary interpersonal and leadership skills needed to consider a career in teaching. The program of studies will focus on psychology and the basic principles of human behavior and development, the study of the physical, social, emotional, intellectual and moral development of children, and will provide students with challenging, real-world projects and hands-on classroom experience typical of the educational field. Additionally, the program provides aspiring future teachers with the tools necessary to become community leaders with insights about teachers and schools that will enable them to be advocates of education.

Experiencing Education with the following courses required:

*Tomorrow's Teachers DC*

*Child Development*

*Behavioral Science*

*AP Psychology*

#### **Criminal Justice Academy:**

The Criminal Justice Academy affords students unique educational opportunities and real world experiences surrounding the criminal justice field. The criminal justice academy will provide students with theoretical, practical and professional knowledge to be successful in the fields of policing, corrections, courts, and related service careers. Students will engage in challenging courses that stress academics and applied skills while developing characteristics of leadership and integrity.

Experiencing Criminal Justice with the following courses required:

*Criminal Justice I*

*Criminal Justice II DC*

*Biotechnology: Forensic Science*

*Behavioral Science or AP Psychology*

#### **American Sign Language Academy:**

This Academy has been designed to attract students who love the way language can be used to make meaningful connections, have a passion for learning about diverse cultures and are interested in one day pursuing a career working with American Sign Language and the deaf community. The program of studies will focus on developing linguistic proficiency in ASL, a firm knowledge of deaf history, deaf culture and the everyday experiences of deafness. Students will learn about the importance of an inclusive environment where differences of opinions, beliefs, and values are sought, respected, and valued. Through rigorous coursework and real-world experience, students will understand the values of deaf and hard of hearing Americans with diverse perspectives, experiences, and abilities. Additionally, the program will provide aspiring ASL professionals with the tools necessary to become community leaders, advocates in education and allies in the deaf community.

Experiencing American Sign Language with the following courses required:

*American Sign Language 1 Adv.*

*American Sign Language 2 Adv.*

*Honors American Sign Language*



**DECA (Distributive Education Clubs of America):** The mission of DECA is to enhance the co-curricular education of students with interest in marketing, management, finance, hospitality, sales, and entrepreneurship. DECA successfully guides students in the following areas: developing skills and competency for business careers, building self-esteem, experiencing leadership, and participating in community service. DECA is committed to the advocacy of marketing education and the growth of business/education partnerships. The program is designed for students who are academically focused with a desire to compete in areas related to business.

DECA's co-curricular programs complement nationally recognized curriculum standards in the classroom and then go further to incorporate realistic educational experiences not available through classroom instruction alone. DECA is an association of students, teachers, and administrators and is recognized and endorsed by all 50 state departments of education and the U.S. Department of Education.

New Jersey DECA has three levels of competition: regional, state, and international. NJ DECA begins with a series of regional conferences. The winners from the regional conferences are then eligible for the State Career Development Conference (state competition). The winners from the State Career Development Conference are then eligible for the International Career Development Conference (national competition). Competitive events in DECA cover all components of business education and range in student choice from, but not limited to, Business Law, Accounting, Hospitality, and Sports and Entertainment Marketing. Students have the ability to choose an area of expertise and demonstrate their knowledge in that field.

**Advanced Placement Program:** Academically talented students are offered a robust AP program that includes 19 course offerings. Each AP exam costs \$96 which is paid for by the student. Students that qualify for free and reduced lunch may qualify for a greatly reduced cost. Each college determines the qualifying score and amount of credit to be awarded at their institution. See the descriptions under each content area for more information.

**Horizons Program:** Ocean City High School has an alternative high school program for selected students. Juniors and seniors that may have credit, attendance or behavioral issues may be considered for this program. Placement is determined by the high school administration.

**Special Education:** Students suspected of having a disability that inhibits their ability to experience success in the classroom may be referred for an evaluation to determine their eligibility for special education programs and services. The Child Study Team (CST) that is comprised of a school psychologist, a learning disabilities teacher consultant and a school social worker may perform a comprehensive educational evaluation. A student's eligibility for special educational services is determined by the CST's assessment in consultation with the student's parents and teachers. A student is classified as "eligible for special education and related services" when it is determined the student has a disability that adversely affects the educational performance and the student is in need of special education supports and services. Eligible students are provided with an Individualized Education Program (IEP), which is designed to meet the unique learning needs of the student.

**Course selection** is a joint venture that involves the IEP Team, the parent and the student. Selection is driven by the student's IEP and delivered in either the college prep classroom without support, in the college prep classroom with support or through resource center instruction outside of the college prep classroom.

**Life Skills Program:** OCHS offers special class programming for students with intensive educational needs. Unless otherwise specified in the IEP, instruction in the core curriculum content standards is provided with the objective of helping students master the functional skills necessary for independent living. Placement in a Life Skills course is determined by the IEP team.

**Homebound Instruction:** There are a variety of circumstances that may arise during a school year that prevent a student from attending school. These include, but are not limited to physical illness, mental health treatment, substance abuse treatment, pregnancy, disciplinary infractions, etc. The obligations of the school, student and family in assisting students faced with these situations are outlined in NJ Administrative Code 6A:16 and in accordance with OC Board Policies. If it is necessary for a student to be out of school for 10 or more consecutive or 15 cumulative school days, the family should contact the appropriate school

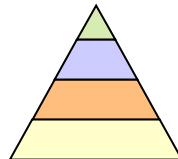


nurse to obtain a Request for Home Instruction form. This form will provide the school with the necessary information and releases to begin the delivery of services. After the information is verified by the school physician, the family will be contacted by the Home Instruction Liaison, school counselor and/or instructor(s).

Home instruction will meet the requirements as outlined in N.J.A.C. 6A:8. The student will receive instruction that will meet the Core Curriculum Content Standards and those requirements that the OC Board of Education has approved for graduation. OCHS uses on-line computer based instruction for long term HB situations with support provided through the contracted agency.

**ELL Program:** The ELL program teaches English language proficiency in the areas of reading, writing, speaking and listening to English language learners. The program is designed to ensure linguistic, academic, and social-cultural success. Instruction is provided progressively in five language proficiency levels: Entering, Beginning, Developing, Expanding, and Bridging. Students study themes and topics for language acquisition with emphasis on vocabulary and grammar structures.

### **Academic Levels/Course Coding**



Ocean City High School recognizes that students are at varying levels of academic development. To best serve the needs of a diverse population, our curriculum is delivered at four different levels of difficulty. Based on demonstrated achievement and motivation students can move from one level of ability to another (see note on next page). In structuring these levels, the following criteria have been established:

1. Complexity of content and pace of instruction
2. Difficulty and amount of reading material
3. Abstract reading and problem solving skills
4. Integration of previously learned material
5. Quality and frequency of homework and independent assignments
6. Level of mastery of course proficiencies

**NOTE:** Students wishing to advance to the next level of difficulty must earn a minimum final grade in the current level **or** obtain a recommendation from their current teacher (except in the case of moving to Honors which requires both).

#### **Four situations to note:**

- 1.) Students wishing to move from a **CP level to Advanced** must obtain a grade of **92 or higher** in the previous related course **or** obtain a recommendation from your current teacher.
- 2.) Students wishing to move from an **Advanced level to Honors** must obtain a grade of **92 or higher** in the previous related course **and** obtain a recommendation from your current teacher *\*This is also true for a student wishing to move from CP or Advanced to AP.*
- 3.) Students wishing to move from an **Honors level to AP** must have an **83 or higher** in the related Honors course **and** obtain a recommendation from your current teacher.

A Course Request Waiver Form is available to a student who does not meet the minimum grade requirements in a course **and** has not received a teacher recommendation. **Students in grades 10-12 enrolling in a course using a waiver will not be permitted to drop the course or change the level for**



**the duration of the school year. Ninth graders who have used a waiver may change levels one time prior to Interims being published for the second marking period.**

***An overview of the various levels of instruction follows:***

**College Preparatory (CP):** Courses designated as CP are intended for students at grade level in their academic skills. Student ability level will be determined by previous academic achievement and standardized test scores where available. Students enrolled in courses designated as CP will receive instruction that will prepare them to enter colleges with open or less competitive enrollment criteria as well as other post-secondary schools or the work force.

**Advanced (ADV):** Courses designated as ADV are intended for students with strong academic skills at or above grade level. Student ability level will be determined by previous academic achievement and standardized test scores where available. Students enrolled in courses designated as ADV will receive instruction at a pace and depth that will prepare them to enter colleges with competitive/very competitive enrollment criteria as well as other post-secondary schools or the work force. Advanced level classes with a dual credit designation will receive an extra 10% of value when calculating a student's GPA.

**Honors (HN):** Courses designated as HN are intended for students who are well above grade level in their academic skills and possess the motivation and desire to extend themselves in terms of workload and expectation. Curriculum is delved into at a deeper level often requiring students to demonstrate more abstract thinking and problem solving skills. More extensive reading and writing assignments are the norm. Honors courses receive an extra 20% of value when calculating a student's GPA. Participation in honors courses is required of students seeking to gain entry to very competitive, highly competitive and most competitive 4 year colleges.

**Advanced Placement (AP):** Courses designated as AP expose students to a curriculum approved through the recent AP Audit conducted by The College Board and are taught under guidelines established by this organization. Students enrolled in AP courses will be challenged at the highest level of academic difficulty available in a high school setting. Students are required to sit for an exam in May of the year in which the course is delivered. Colleges will often award credit for success on these examinations as measured by a score of 3, 4 or 5 (depending on the course and the college). AP courses receive an extra 30% of value when calculating a student's GPA. Participation in AP Courses is required of students seeking to gain entry to highly competitive and most competitive 4 year colleges.

**NOTE: Controversial Topics – If a student/parent raises a reasonable objection to course materials, the teacher will provide the student with an alternate assignment and/or assessment.**

***The following pages provide the reader with basic descriptions of the courses available to our students. Please pay close attention to any prerequisites that are listed and feel free to reach out to teachers and counselors for further explanations. Take advantage of the resources available to you.***





## **COURSE DESCRIPTIONS**

***NOTE: Courses selected without appropriate enrollment will not be scheduled.***

### **BUSINESS EDUCATION / FAMILY CONSUMER SCIENCE / TECHNOLOGY EDUCATION/ESPORTS**

The courses described in this area fulfill the state-mandated 5 credit requirement that must be completed prior to graduation. There are many courses listed that serve to enrich the educational experience for all students. Electives in the content areas of Business Education (including the Academy of Finance), Family and Consumer Science and Technology Education are described under this heading.

#### **BUSINESS EDUCATION**

**DECA** – The following courses may be taken by any student and are included in the DECA Program, which is described under “Special Programs” earlier in this publication. Students may opt to participate in the DECA competitions, but this is not a requirement in any course.

##### **Introduction to Business DC**

Grade(s): 9	5 credits	Year
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This course will allow the students to study all aspects of management/employer relations and the basic knowledge needed to manage a business. Other areas discussed will be an Introduction to Management, Defining the Work, Planning, Organizing, Leading and Controlling. Students can apply skills learned to gain job advancement opportunities or use their management skills in community organization positions. After completing this Introduction to Business course successfully, students will be able to compare and contrast sole proprietorships, partnerships, and corporations – and the advantages and disadvantages of each. Students will also explore the functions of modern business management, marketing, and ethics that can improve or tarnish a brand. Other topics include human resource management, bookkeeping, accounting, financial management, and financial statements. *This course offers dual credit opportunity with ACCC. (10 % additional weighted value) **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.***

##### **Principles of Marketing & Social Media DC**

Grade(s): 9-12	5 credits	Year
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Marketing is the process of developing, promoting and distributing products to satisfy customers' wants and needs. In addition, this course examines the business function of Marketing. Students will learn how marketers deliver value in satisfying customer needs and wants, determine which target markets the organization can best serve, and decide upon appropriate products, services, and programs to serve these markets. Topics include branding and product development, pricing strategies, marketing research, promotion, supply chain management and service marketing. Marketing metrics will be used throughout the course to assess the impact of marketing strategies. This course encompasses topics such as: the U.S. economy and its role in global marketing, e-commerce, consumerism, product development, pricing, business competition, advertising, public relations, promotion and careers and the benefits of social media marketing. Students acquire a strong foundation on how businesses use effective marketing strategies in the business world. Even if you do not choose a career in marketing, an understanding of the subject matter will be very useful in your future no matter what job you hold. *This course offers dual credit opportunity with ACCC or Stockton University. (10 % additional weighted value) **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.***

##### **Accounting 1 DC**

Grade(s): 9-12	5 credits	Year
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This course will utilize a college-level textbook introducing students to basic accounting concepts, business and reporting, and accounting; emphasis on measuring and recording transactions and interpreting financial statements. *This course offers dual credit opportunity with ACCC. (10 % additional*



weighted value). **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

### **Accounting 2**

Grade(s): 10-12

5 credits

Year

This course will utilize a college-level textbook introducing students to basic concepts of management accounting with emphasis on decision making and controlling operations through the use of budgets and forecasting models, cost and activity analyses, and various financial and nonfinancial performance measures.

### **Personal Finance DC**

Grade(s): 11-12

5 credits

Year

Understanding and managing personal finances are key to one's future financial success. This course presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. They will also learn how to design a personal finance plan, select among saving and investment options, locate and use financial data, and recognize and protect against investment fraud. Students will use math in calculating formulas such as percentage change, price-to-earnings ratios, and investment yields. This course also gives students the opportunity to use Microsoft Excel as an analysis and productivity tool. *This course offers dual credit opportunity with ACCC. (10 % additional weighted value).* **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

### **AP Microeconomics DC**

Grade(s): 11-12

5 credits

Year

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are expected to take the Advanced Placement Macroeconomics Exam in May. *This course offers dual credit opportunity with ACCC.* **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

### **AP Macroeconomics DC**

Grade(s): 10-12

5 Credits

Year

This course is designed to incorporate the instructional guidelines for high school economics courses as proposed by College Board. This course will provide students with the learning experience equivalent to an introductory college course in macroeconomics. Students are required to meet the level of effort and the performance necessary to be prepared for the AP Macroeconomics exam in May. Advanced Placement Macroeconomics will give students a thorough understanding of the principles of economics that apply to an entire economic system. Students will study national income and price determination, and develop students' familiarity with economic performance measures, economic growth, and international economics. Students will also compare and contrast the varying theories of classical and contemporary economists and evaluate the effect their theories have had on the US economy. Citizens will be viewed as both consumers and producers regarding their functions in the larger economic system. Students will realize and study the nature and functions of product markets, along with the costs associated with these markets. Market models that will be studied and applied include: pure competition, monopolistic competition, oligopoly and pure monopoly. Emphasis will be placed on government's roles in economics and how economics is affected by governmental decisions. Students are expected to take the Advanced Placement Macroeconomics Exam in May. *This course offers dual credit opportunity with ACCC.* **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**





### **Fashion Marketing and Merchandising**

Grade(s): 10-12

5 credits

Year

Fashion Marketing and Merchandising is a widely popular industry and field growing globally at a rapid pace. This course will educate students on the business aspects of the fashion industry, including the concepts of market economics, textiles, design, and promotion. The course will also cover manufacturing, mass and niche markets, along with career opportunities. Curriculum will cover trends, buying/selling, pricing, retail, and technology in the fashion industry, along with latest concepts related to the fashion world.

### **Hospitality, Tourism & Real Estate Services DC**

Grade(s): 10-12

5 credits

Year

This course will provide students with the skills necessary to succeed in careers dedicated to travel, tourism, lodging, and real estate service industries. Hotel/restaurant procedures and management, travel and tourism operations, residential and commercial property promotion and selling are topics covered in this course. Students will gain knowledge in each career field and human relations skills that will prepare them for a variety of employment options that lead to various levels of management. *This course offers dual credit opportunity with Stockton University. (10 % additional weighted value)*

### **Marketing and Sports Entertainment**

Grade(s): 10-12

5 credits

Year

The students will learn the foundations of marketing which include advertising, planning, consumer behavior, product research, ethical behavior, and communication. This highly interactive course will enable students to engage their creative side while learning how to market a team, a sports figure, a product / service, and themselves. Students will frequently engage in individual / group activities, creative writing assignments, and exploration of the Web to research popular companies. These skills will be applied to practice activities that are part of the DECA preparation for competition.

### **Entrepreneurship DC**

Grade(s): 10-12

5 credits

Year

Entrepreneurship will provide students the opportunity to study personal business ownership. It will evaluate the planning and launching of a business. Characteristics of successful entrepreneurs, self-employment, and basic concepts related to owning your own business will be explored. A business plan will be created working through the steps of business ownership. This course will help students recognize the opportunities and challenges of entrepreneurs. *This course offers dual credit opportunity with ACCC. (10 % additional weighted value).*

## **FAMILY & CONSUMER SCIENCE EDUCATION**

### **Culinary Arts 1**

Grade(s): 10-11

5 credits

Year

This course will give students the opportunity to trace the development of cuisine of the United States and how it represented the diversity of people who came to America in search of a new home. Climate, terrain, and culture will be explored as students prepare foods from colonial time and regional foods of New England, Mid-Atlantic, Southern, Midwestern, Western, Southwestern, Pacific, and the Hawaiian Islands. Along with this emphasis, students will explore kitchen and food safety, nutrition and The MyPyramid.

### **Culinary Arts 2**

Grade(s): 11-12

5 credits

Year

*Prerequisite- Culinary Arts 1*

This course will enhance students' food preparation skills, while exploring current food trends. Yeast breads, appetizers, sauces, soups, and pastries are some of the foods that will be prepared. The MyPyramid and the Six Key Nutrients will be discussed throughout the course. Kitchen and food safety will also be stressed.



### **Culinary Arts 3**

Grade(s): 12

5 credits

Year

*Prerequisite- Culinary Arts 2*

This course will help students develop skills in food preparation. The MyPyramid will be explored in detail. Grains, fruit, vegetables, dairy, and meat dishes will be prepared, as well as nutritious snacks. Kitchen and food safety will be stressed throughout the course.

### **Interior Design**

Grade(s): 10-12

5 credits

Year

This course will provide students with the necessary skills required to purchase, own and design a home. Characteristics of successful Interior Designers will be evaluated. Local Interior Designers will be brought into the classroom to discuss their experiences and provide examples to students. The elements of design will be taught, as well as floor plan design and color theory. Students will use Chromebooks to create floor plans and designs. Careers in housing and interior design will also be discussed.

### **Child Development**

Grade(s): 10-12

2.5 credits

Semester

This course engages students in the study of the physical, social, emotional, intellectual and moral development of a child from birth through age 6. Students will “buddy up” and interact with kindergartners from the Primary School and design activities for their “Little Buddies”. Flour babies are an integral part of the curriculum where students will discuss parenting skills, childhood illnesses, birth defects and newborn costs. In addition, careers related to children and topics such as brain development, childhood nutrition and storytelling will be explored.

### **Tomorrow’s Teachers DC**

Grade: 12

5 Credits

Year

Tomorrow’s Teachers will assist students with an interest in teaching in developing the interpersonal and leadership skills necessary for a career in education. This class will address professional and personal development, professional practice, and academic growth in the following areas: Human relations in the school and community, education in American Society, and organizational process and behavior within the context of the school and community. This course enables students to become well-acquainted with themselves as individuals, learners, and community members; appreciate the diversity of others; examine various stages of learners; develop a greater understanding of the history of education in our state and nation; gain insight into the structure and function of school systems; learn the requirements for certification; recognize the importance of being leaders and advocating for education; become acquainted with the personal and professional roles of educators through the field experience; and create a portfolio of their field experience in which they reflect on the teaching profession and develop their personal philosophy of education. *This course offers dual credit opportunity with Stockton University. (10 % additional weighted value)* **(Summer enrichment activities)**

## **TECHNOLOGY EDUCATION**

### **PROJECT LEAD THE WAY (Pathway to Engineering**

#### **Introduction to Engineering Design (PTE)**

Grade(s): 9-12

5 credits

Year

***\*The first course of the Project Lead the Way (Pathway to Engineering) sequence of courses.***

This course is appropriate for students who are interested in design and engineering. The major focus of the course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning.

**Principles of Engineering (PTE)**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Introduction to Engineering Design*

This course explores technology systems and manufacturing processes; addresses the social and political consequences of technological change. It furthers one's knowledge of design and engineering by using activity-, project-, and problem-based (APPB) learning. Students will cover topics that include: thermodynamics, mechanisms, material testing, fluid systems and statics. Concepts and topics taught in Introduction to Engineering Design will be reinforced and used extensively in this course. (10 % additional weighted value)

**Digital Electronics (PTE)**

Grade(s): 11-12

5 Credits

Year

*Prerequisite: Introduction to Engineering Design, Principles of Engineering*

In this course, students will focus on the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc. Students will cover topics that include Analog and Digital signals, AOI logic, NAND/NOR logic, Latches & Flip Flops, Asynchronous and Synchronous Counters, and Microcontrollers. (10 % additional weighted value)

**Aerospace Engineering (PTE)**

Grade(s): 11-12

5 Credits

Year

*Prerequisite: Introduction to Engineering Design, Principles of Engineering*

In this course students will explore the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals. (10 % additional weighted value)

**Civil Engineering and Architecture (PTE)**

Grade(s): 11-12

5 Credits

Year

*Prerequisite: Introduction to Engineering Design, Principles of Engineering*

This course provides an overview of the fields of Civil Engineering and Architecture, which is the study of the design and construction of residential and commercial building projects. This includes an introduction to building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. Students will also use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. (10 % additional weighted value)

**Engineering Design and Development (PTE)**

Grade: 12

5 Credits

Year

*Prerequisite: Principles of Engineering and either Digital Electronics, Civil Engineering or Aerospace Engineering*

Engineering Design and Development™ serves as the capstone course within the Project Lead The Way® course sequence. This course will test your time management and team working skills which are a valuable asset to you in the future. EDD is an engineering research course in which you will work in teams to research, design, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process will be used to guide and help your team reach a solution to the problem. (10 % additional weighted value)



### **Intro to Design and Technology**

Grade(s): 9–12

2.5 credits

Semester

This course will be focused on developing effective problem solving skills by researching, developing, designing, producing, analyzing and evaluating products. This course will develop an understanding of the core concepts of technology and understand the relationships and connections between technology and other fields of study, tools, materials and processes of technology. Participants will identify relevant occupations, careers and educational programs in technology fields.

### **Design & Technology for Engineering 2**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Intro to Design & Tech*

This course will continue to utilize the design process to explore the principles of electronics, robotics and manufacturing. A working portfolio will be maintained documenting all stages of the design process.

Students will work with simple machines, motors, and power sources to produce complex machines and mechanisms. Each class will manufacture a product from concept drawings to production run to gain an understanding of the steps to develop a product.

### **Introduction to Mechanical Drawing**

Grade(s): 9-12

2.5 credits

Semester

This course will provide students with a semester experience in the fundamental skills associated with drafting and mechanical drawing. Students will learn hand drafting as well as be introduced to AutoCAD and computer aided drafting. Opportunities will include freehand sketching, dimensioning, single view drawings, three view drawings, and orthographic projection.

### **Advanced Mechanical Drawing**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Intro to Mechanical Drawing*

This course will have students increase their knowledge of AutoCAD and computer aided drafting. Students will participate in developing drawings that reflect knowledge of detail drawings, assembly drawings, cams, gears, and mechanical drawings. AutoCAD will also be utilized so that students gain experience in drafting pictorials, three dimensional and oblique views.

### **Architectural Drawing**

Grade(s): 11-12

5 credits

Year

*Prerequisite: Adv. Mechanical Drawing*

This course will give students the opportunity to become familiar with residential design. Students will design and draft a complete set of house plans as a result of experiences gained in this class. Topics that will be covered include: floor plans, foundation plans, roof plans, electrical plans, elevation views, and kitchen design. Students will also further their knowledge of AutoCAD and computer aided drafting.

### **Technical Drawing**

Grade(s): 10-12

2.5 - 5 credits

Year

This course will provide students the opportunity to develop skills and a fundamental understanding of mechanical drawing as a means of technical communication. Modern and traditional drafting methods will

be used and students will develop a working knowledge of engineering drawing, AutoCAD, computer aided drafting and design as they apply to the mechanical, architectural, and civil/structural fields.

### **Woods 1**

Grade(s): 10-12

5 credits

Year

This course is perfect for those students with little or no experience in the woodworking world. Students will be introduced to basic woodworking techniques using both hand and power tools. Instructional areas and individual projects include computer based assignments, shop math and safety. In addition, the students are able to explore finer woodworking techniques and complete more challenging projects such



as designing and constructing fine furniture and cabinetry. This experience provides a strong foundation for a career/life skill.

### **Advanced Woods**

Grade(s):11-12

5 credits

Year

*Prerequisite: Woods 1*

This course will expose students to activities which reinforce the woodworking skills learned in Woods 1. The experiences are expanded to include furniture refinishing, wood bending, glass etching various community service projects and more advanced woodworking techniques. Upon the completion of this course the student will have a solid base for an entry level construction/carpentry position as well as a personal life skill. Note: Students may take this course more than once with priority given to those recommended by the instructor.

## **ESPORTS**

### **Esports 1 DC**

Grade(s): 9-12

5 credits

Year

In this course, students will dive into the rapidly growing world of Esports. Students will learn how to strategize and work as a team effectively. They will learn the history of video games and their impacts on the world in which we live as well as the hardware and software that allow video games to be a reality. Students will also learn about careers in the Esports industry, which expand into various industries such as law and engineering. *This course offers dual credit opportunity with Stockton University. (10 % additional weighted value)*

### **Esports Game Design**

Grades 10-12

5 credits

Year

This course is for students interested in careers focused on video game design. In this fast-paced course, students will learn how to code and use this knowledge to take the first steps into the world of video game design. Students will learn the fundamental concepts and skills needed to craft engaging and interactive experiences.



## LANGUAGE ARTS LITERACY

### Information about Academic Levels – see page 15

#### **English 9 CP**

Grade: 9

5 credits

Year

This course aims to develop skills in reading and writing. Literary terms and vocabulary are integrated through novel units, short stories, drama, poetry and nonfiction. Emphasis is placed on active reading and utilization of reading strategies as well as incorporating writing programs and specific writing practices geared toward success on the new PARCC assessments. *In-class support is offered at this CP level for students with an IEP.*

#### **English 9 ADV**

Grade: 9

5 credits

Year

This course aims to develop skills in writing, reading, viewing, speaking and listening. Literary terms and vocabulary are integrated through novel units, short stories, drama, poetry and nonfiction. Students will read a minimum of four (4) novels during the year. The ability to read independently is expected. A strong emphasis is placed on improving writing skills. Students will receive an introduction to high school research methods and technology. **(Required Summer Reading)**

#### **HN English 9**

Grade: 9

5 credits

Year

*Prerequisite: Teacher recommendation*

This course is designed to develop academically motivated students' skills in writing, reading, viewing, speaking and listening. A thematic approach to literature will examine values and choices, both cultural and personal through a variety of genres. Along with reading a minimum of ten (10) novels or dramas per year, the students write eight to ten (8-10) formal essays. Research techniques will be introduced during the Library Orientation Program. **(Required Summer Reading)**

#### **English 10 CP**

Grade: 10

5 credits

Year

This course continues to develop skills in the various forms of writing, reading, vocabulary, viewing, speaking and listening. A minimum of two (2) novels, various forms of poetry and drama will be explored through in-class and independent reading. Students are expected to participate regularly in class discussion. Students will participate in a long-term research assignment utilizing proper note taking and writing formats. *In-class support is offered at this CP level for students with an IEP.*

#### **English 10 ADV**

Grade: 10

5 credits

Year

This course continues to develop skills in the various forms of writing, reading, vocabulary, viewing, speaking and listening. A minimum of three (3) novels, various forms of poetry and drama will be explored through in-class and independent reading. Students are expected to participate regularly in class discussion. Students will participate in a long-term research assignment utilizing proper note taking and writing formats. **(Required Summer Reading)**

#### **HN English 10**

Grade: 10

5 credits

Year

*Prerequisite: Honors English 9 and/or teacher recommendation*

This course focuses on a chronological study of American literature. A better understanding of the roles of history, geography, and social upheaval will be gained. Emphasis on critical reading, writing, speaking and listening skills will be stressed. Students must be prepared to read lengthy assignments and write numerous analytic essays. A minimum of twelve (12) books will be read. Students will participate in a long-term research assignment utilizing proper note taking and writing formats. Nightly homework is expected. **(Required Summer Reading)**





### English 11 CP

Grade: 11

5 credits

Year

This course focuses on a thematic study of American literature. The essential question *Who is an American?* will be examined through the study of four recurring themes: *Journey, Moral Struggle, Rebellion vs. Conformity* and *Search for Identity*. Emphasis will also be placed on the construction of well-written essays in which the students will demonstrate competency in both analysis and exposition. *In-class support is offered at this CP level for students with an IEP.*

### English 11 ADV

Grade: 11

5 credits

Year

This course aims at challenging and refining students' skills in vocabulary, writing, reading, listening, speaking, and viewing. The reading in this course includes a thematic study of American Literature. The essential question *Who is an American?* will be examined through the study of four recurring themes: *Journey, Moral Struggle, Rebellion vs. Conformity* and *Search for Identity*. Students will write expository and persuasive essays based on course literature. Students will participate in public speaking activities. Nightly homework is expected. **(Required Summer Reading)**

### HN English 11

Grade: 11

5 credits

Year

*Prerequisite: Honors English 10 and/or teacher recommendation*

This rigorous course is a thematic exploration of English and World Literature. By examining such universal themes as The Search for Identity and questions such as What is a Hero? Students will gain a better understanding and appreciation of diverse cultures as well as the universality of human experience. Students are expected to read critically and will respond to what they have read in a variety of ways, including class discussions, analytic essays, oral presentations and both individual and group projects. Nightly homework is expected. **(Required Summer Reading)**

### AP English Language and Composition

Grade: 11

5 credits

Year

*Prerequisite: Honors English 10 and/or teacher recommendation*

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The college composition course that the AP English Language and Composition course is intended to parallel is one of the most varied in the curriculum. This college course often allows students to write in a variety of forms—narrative, exploratory, expository, argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture (from the College Board's website). We will examine a wide variety of works from multiple media with the ultimate goal of improving students' writing skills and levels of consciousness regarding print and visual texts. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **(Required Summer Assignments)**

### English 12 CP

Grade: 12

5 credits

Year

This course examines the question "How Does the Individual Connect to A Global Society?" By exploring literature from diverse world cultures, students will examine such themes as "Who should rule," and "How does an individual find meaning in his or her life?" with the intention that this exploration will lead to a greater understanding of the global society and an appreciation of both diversity and universality. Students will be asked to respond to what they read in a variety of ways, including class discussions, analytic writing, oral presentations, and both group and individual projects. Nightly homework is expected. *In-class support is offered at this CP level for students with an IEP.*





## English 12 ADV

Grade: 12

5 credits

Year

This course examines the question "How Does the Individual Connect to A Global Society?" By exploring literature from diverse world cultures, students will examine such themes as "Who should rule," and "How does an individual find meaning in his or her life?" with the intention that this exploration will lead to a greater understanding of the global society and an appreciation of both diversity and universality. Students will be asked to respond to what they read in a variety of ways, including class discussions, analytic writing, oral presentations, and both group and individual projects. **(Required Summer Reading)**

## HN English 12

Grade: 12

5 credits

Year

*Prerequisite: Honors English 11/AP English Language and Composition and/or teacher recommendation*

This course examines World, English, and American literature represented in various genres. The focus on critical analysis of the literature and the writing of analytical papers will contribute to students' appreciation of the beauty of the language and the craft of the writer. Students will learn how to relate the writer's use of language and literary techniques to their development of a character, major idea, or theme. Students will be expected to read and research on an independent level, write and revise papers, peer edit, and contribute to class discussions. Those who maintain self-discipline and a committed approach to the course will have a rich and rewarding experience. **(Required Summer Reading)**

## AP English Literature and Composition

Grade: 12

5 credits

Year

*Prerequisite: Honors English 11/AP English Language and Composition and/or teacher recommendation*

The AP English Literature and Composition course includes World, English, and American literature represented in various genres. While examining the Search for Identity theme, a focus on critical analysis of the literature and the writing of analytical papers will contribute to students' appreciation of the beauty of the language and the craft of the writer. Students will learn how to relate the writer's use of language and literary techniques to their development of a character, major idea, or theme. Students will be expected to read and research on an independent level, write and revise papers, peer-edit, and contribute to class discussions. Those who maintain self-discipline and a committed approach to the course will have a rich and rewarding experience and a possible three or six earned college credits. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **(Required Summer Assignments)**

## Public Speaking ADV

Grade(s): 10-12

2.5 credits

Semester

This course is designed to enable students interested in the dramatic experience to study various aspects of theatrical performance. Since the course centers on performance, students will be expected to participate in group exercises and/or work from prepared scripts on a daily basis. Emphasis will be placed on voice and body control, acting technique, role preparation, and overall script analysis.

## Mass Media ADV

Grade(s): 10-12

2.5 credits

Semester

This course examines the types of Mass Media, the relationship between media and culture, the role of media in our society, and how media affects identity formation and social relations.

## Reading

*Special Placement and Recommendation*

Grade(s): 9-12

5 credits

Year

The Reading course teaches total word construction through an interactive multi-sensory approach. Language is taught in a systematic, cumulative manner for both decoding and encoding words. The course also emphasizes strengthening sight vocabulary and reading fluency in order to improve comprehension, thus enabling our students to read more efficiently.



### **Introduction to Television and Film**

Grade: 9

2.5 credits

Semester

This course will provide an introduction to the tools and methods of making **television programs** and **narrative films**- an investigation of how television, film and other audio and visual media work as instruments of communication. Practice and instruction in production are the major components of the experience. Students are able to pursue creative endeavors such as filmmaking while mastering “tools of the trade.” The course also aspires to make students better “consumers” of media by revealing the procedures/practices those media venues apply and utilize.

### **Honors News Broadcasting/ “The Current O.C.” DC**

Grade(s):10-12

5 credits

Year

*Prerequisite: Introduction to Television and Film*

This Course is designed for those students pursuing interests in News Production. This course requires students to work as the production team behind OC-TV’s original broadcast, “**The Current OC.**” The three phases of production will be the focus. Students are required to create a weekly broadcast that serves to highlight various aspects of the school and community or work on individual creative endeavors (beyond weekly news segments). Students are required to work as a team with accountability being emphasized throughout the course. Dedication and time management is a major component and a successful production often requires work outside the school day. Course can be taken multiple years with varying degrees of rigor. *This course offers a dual credit opportunity with Stockton University.*

### **Honors Film Production DC**

Grade(s) 10-12

5 credits

Year

*Prerequisite: Introduction to Television and Film*

This Course is designed for those students pursuing interests in Film Creation/Production. This course requires students to work as a production team producing short, narrative films. The three phases of production will be the focus. Students are required to create short films that incorporate the technological and creative skills associated throughout a film’s production. Students are required to work as a team with accountability being emphasized throughout the course. Dedication and time management is a major component and a successful production often requires work outside the school day. Completed works may appear in an annual film festival hosted by OCHS’ Performing Arts Center. Course can be taken multiple years with varying degrees of rigor. *This course offers a dual credit opportunity with ACCC or Stockton University.*

### **Stage Acting DC**

Grade(s) 9-12

5 credits

Year

Students explore making strong choices and taking risks as individual performers and as an ensemble. The basics of character development, scenic construction, and dramatic agreement are explored using body, voice, and imagination to create fully realized and committed characters. Using techniques drawn from multiple theatrical backgrounds and pioneers, students heighten their connection to sensory life, environment and relationship in order to strengthen their creativity, imagination and understanding of human behavior. They develop skills related to scenic objectives, listening, impulse, problem solving, physical and verbal communication and given circumstances. This course introduces students to the work of Constantin Stanislavski and elements of dramatic text analysis including beats, objectives, tactics, obstacles, given circumstances and previous action to aid the student actor creating recognizable human behavior, action and theatrical worlds. Scene study and monologue work of various theatrical periods. *This course offers a dual credit opportunity with Stockton University. (10 % additional weighted value)*



## MATHEMATICS

### Mathematics Department Philosophy and Course selection Information

The Mathematics Department is dedicated to working with students so that they are able to achieve their academic goals. The department recognizes that not all students have the same interests, motivation, or skills. Therefore, the course sequences listed below have been created to assist students in planning a program. These sequences reflect the department's commitment to ensure that all students reach their potential, get prepared for successful college careers and perform well on standardized tests.

**Note: All students must take three years of math that includes Algebra 1, Geometry and a higher level math course.**

9th Grade	10th Grade	11th Grade	12th Grade
Algebra 1 CP →	Geometry CP →	Algebra 2 CP →	Data Science
		Data Science →	Statistics
Algebra 1 Adv →	Geometry Adv →	Data Science →	Statistics Adv
		Algebra 2 Adv →	Data Science
			Pre-Calculus Adv
Algebra 1 Honors →	Geometry Honors →	Algebra 2 Honors →	Pre-Calculus Honors
			Statistics
			Data Science
Geometry Adv →	Algebra 2 Adv →	Data Science →	Statistics Adv
		Pre-Calculus Adv →	Calculus Adv
			Data Science
Geometry Honors →	Algebra 2 Honors →	Pre-Calc (Hon or AP) →	AP Pre-Calc
			AP Calculus AB
			Calculus Adv
			Data Science
Geometry Honors & Algebra 2 Honors →	AP Pre-Calculus →	AP Calculus AB →	AP Calculus 2 BC
	AP Statistics →	AP Statistics →	Honors Logic

Computer Science Pathway can be entered after the successful completion of Geometry

AP Computer Science Principles	→	AP Computer Science A
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**NOTES:** Acceleration is possible based upon achievement and desire. If doubling in math during a particular year, it would be wise to do so before Pre-Calculus is part of the equation. \*In addition, electives in the math area may be taken in addition to, or in lieu of, particular courses.

## **Math Electives**

### AP/HN Level:

AP Computer Science Principles  
AP Computer Science A  
AP Statistics  
HN Logic & Propositional Calculus

### CP/ADV Level:

Statistics CP  
Statistics ADV  
Data Science Adv.

**NOTE: Math Electives can be taken along with another math class - see your counselor.**

Choose your path wisely! The course descriptions follow.

### **Algebra 1 CP**

Grade(s): 9-10

5 credits

Year

This course will present algebra as a style of thinking for formalizing patterns, functions, and generalizations. The focus will be on proficiency in recognizing and working effectively with linear and non-linear relationships and their corresponding representations in tables, graphs, and equations. Such proficiency includes competence in solving linear and non-linear equations, generating equivalent expressions, using formulas, and applying proportionality. In addition, the course includes general statistics and probability. Teaching will focus on the understanding of concepts, enabling students to apply mathematical skills and make meaningful connections to life's experiences.

### **Algebra 1 ADV**

Grade(s): 9-10

5 credits

Year

This course will present a slightly accelerated approach to algebra as a style of thinking for formalizing patterns, functions, and generalizations. The focus will be on proficiency in recognizing and working effectively with linear and non-linear relationships and their corresponding representations in tables, graphs, and equations. Such proficiency includes competence in solving linear and non-linear equations, generating equivalent expressions, using formulas, and applying proportionality. In addition, the course includes general statistics and probability. Teaching will focus on the understanding of concepts in depth, enabling students to apply mathematical skills and make meaningful connections to life's experiences.

### **HN Algebra 1**

Grade: 9

5 credits

Year

*Prerequisite: Successful completion of Algebra 1 in 8<sup>th</sup> grade or teacher recommendation*

Algebra I Honors is a course designed to establish proficiency in recognizing and working with the principles and applications of the real number system and patterns in algebra. This class is designed to provide students with the opportunity to further develop the skills and understanding necessary to be successful in Algebra II Honors. Students will cover the major characteristics of linear and nonlinear patterns, simplifying expressions, solving equations and in-equalities, systems of equations, exponents, quadratic functions, rational and radical functions, and an introduction to probability and statistics. **(Summer enrichment activities)**

### **Geometry CP**

Grade(s): 10-11

5 credits

Year

*Prerequisite: Algebra 1 CP*

This course places less emphasis on abstract concepts. Students will explore relationships involving lines, triangles and quadrilaterals through hands-on activities that will enable them to make connections from concrete examples to abstract concepts. This course uses the nature of deductive and inductive reasoning, the role of defined and undefined terms, and the meaning and use of postulates and theorems leading to an understanding of the logical sequence of thought. This course integrates Algebra while investigating the properties and relationships of geometric figures through plane, solid, and coordinate geometry.



### **Geometry ADV**

Grade(s): 9-12

5 credits

Year

*Prerequisite: Algebra 1 ADV*

Students will learn to understand the nature of deductive and inductive reasoning, the role of definitions and undefined terms and the meaning and use of assumptions and theorems, leading to an understanding of the nature of logical sequence of thought. Students will also learn the properties and relationships of geometric figures by discussing plane, solid and coordinate geometry.

### **HN Geometry**

Grade(s): 9-10

5 credits

Year

*Prerequisite: Strong Algebra 1 skills with teacher recommendation*

Students will learn to understand the nature of deductive and inductive reasoning, the role of definitions and undefined terms and the meaning and use of assumptions and theorems, leading to an understanding of the nature of logical sequence of thought. Students will also learn about geometric figures by discussing plane, solid and coordinate geometry. Honors students must demonstrate exceptional math ability, be superior problem solvers, and creative thinkers. Concepts are often presented at an abstract or theoretical level and students must apply their knowledge to open-ended and non-routine problems. In this Honors course, topics are covered at an accelerated pace and in greater depth than Geometry CP. **(Summer enrichment activities)**

### **Algebra 2 CP**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Algebra 1 CP and/or Geometry CP*

The content of this course provides a thorough treatment of advanced algebraic concepts through the study of both linear and non-linear functions, polynomials, rational expressions, complex numbers and exponential functions. Emphasis is placed on practical applications and modeling throughout the course of study. In addition, the course includes a transformational approach to graphing functions.

### **Algebra 2 ADV**

Grade(s): 9-12

5 credits

Year

*Prerequisite: Geometry ADV or taken concurrently*

The content of this course provides a slightly accelerated approach and thorough treatment of advanced algebraic concepts through the study of both linear and non-linear functions, polynomials, rational expressions, complex numbers, and matrices, exponential and logarithmic functions. Emphasis is placed on practical applications and modeling throughout the course of study. In addition, the course includes a transformational approach to graphing functions.

### **HN Algebra 2**

Grade(s): 9-12

5 credits

Year

*Prerequisite: Honors Geometry and/or teacher recommendation*

The content of this course provides a thorough treatment of advanced algebraic concepts through the study of functions, polynomials, rational expressions, complex numbers, matrices, exponential and logarithmic functions and sequences and series. Emphasis is placed on practical applications and modeling throughout the course of study. In addition, the course includes a transformational approach to graphing functions. In this Honors course, topics are covered at an accelerated pace and in greater depth than Algebra 2 ADV. **(Summer enrichment activities)**

### **Pre-Calculus ADV DC**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Algebra 2 ADV*

In this class, emphasis is placed on mathematical structure, deductive reasoning, and the understanding of a function. There will be a firm presentation of Algebraic and Trigonometric concepts. The goal of this class is to further prepare the students in graphical techniques, algebraic and transcendental functions, and analytic geometry. *This course offers a dual credit opportunity with ACCC. (10 % additional weighted value)*



### HN Pre-Calculus DC

Grade(s): 10-12

5 credits

Year

*Prerequisite: Honors Algebra 2 and/or teacher recommendation*

Students will participate in a course that places emphasis on mathematical structure, deductive reasoning, and the understanding of a function. There will be a firm presentation of Algebraic and Trigonometric concepts. The goal of this class is to further prepare the students in graphical techniques, algebraic and transcendental functions, and analytic geometry. These are some of the fundamental elements used in Calculus and other mathematical endeavors that many students pursue. In this Honors course, topics are covered at an accelerated pace and in greater depth than Pre-Calculus ADV. *This course offers dual credit opportunity with ACCC or Stockton University. (Summer enrichment activities)*

### AP Pre-Calculus

Grade(s): 10-12

5 Credits

Year

*Prerequisite: Successful completion of Honors Algebra 2 and/or teacher recommendation*

AP Pre-Calculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in STEM fields. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **(Summer Assignment Required)**

### Calculus ADV

Grade(s): 11-12

5 credits

Year

*Prerequisite: Pre-Calculus ADV*

Students will study differentiation and integration of functions and related concepts and applications. There is extensive interplay between intuition and rigor which is essential for understanding. Students will: understand the connections among graphical, numerical, analytical, and verbal representations of functions; understand the meaning of the derivative and definite integral as expressed in both parts of the Fundamental Theorem of Calculus; use technology to help solve, interpret, and verify the reasonableness of solutions; develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

### AP Calculus 1 AB

Grade(s): 11-12

5 credits

Year

*Prerequisite: Honors Pre-Calculus and/or teacher recommendation*

AP Calculus AB consists of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. The Advanced Placement Program is an endeavor of the College Board, and this course will follow their course outline. Students will: understand the connections among graphical, numerical, analytical, and verbal representations of functions; understand the meaning of the derivative and definite integral as expressed in both parts of the Fundamental Theorem of Calculus; use technology to help solve, interpret, and verify the reasonableness of solutions; develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments required.**

### AP Calculus 2 BC

Grade: 12

5 credits

Year

*Prerequisite: AP Calculus 1 AB and teacher recommendation*

AP Calculus 2 BC consists of a full academic year of work on calculus and related topics comparable to courses in colleges and universities. The Advanced Placement Program is an endeavor of the College Board, and this course will follow their course outline and beyond. It will complete the topics of Calculus 2





at the college level and aims to prepare students for Calculus III (multivariable calculus) upon entering college. Students will understand the connections among the graphical, numerical, analytical and verbal representations of functions; understand the meaning of the derivative and integral as expressed in both parts of the Fundamental Theorem of Calculus; use technology to help solve, interpret, and verify the reasonableness of solutions; using Taylor series; improper integrals. In addition to increasing the depth of the topics covered on the AP Calculus BC curriculum, this course will also include work, trigonometric integrals, trigonometric substitutions, surface area, solving differential equations using the method of integrating factor, exponential and logistic growth. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments required.**

## **MATH ELECTIVES**

### **Statistics and Probability CP**

Grade(s): 11-12

5 credits

Year

*Prerequisite: Algebra 2 CP*

The purpose of this course is to introduce students to the major concepts and tools of Statistics. Students will be provided a comprehensive treatment of introductory statistics and probability in such areas as sociology, business, ecology, economics, education, medicine, psychology, and mathematics. Students will explore data by observing patterns and departures from patterns; plan a study by deciding what and how to measure; anticipate patterns by producing models using probability and simulation; use statistical inference by confirming models.

### **Statistics and Probability ADV**

Grade(s): 11-12

5 credits

Year

*Prerequisite: Algebra 2 ADV*

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be provided a comprehensive treatment of introductory statistics and probability in such areas as sociology, business, ecology, economics, education, medicine, psychology, and mathematics. Students will: explore data by observing patterns and departures from patterns; plan a study by deciding what and how to measure; anticipate patterns by producing models using probability and simulation; use statistical inference by confirming models.

### **AP Statistics and Probability**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Minimum requirement - Honors Algebra 2 / Pre-Calculus and teacher recommendation*

The purpose of Advanced Placement Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, and business. Science, engineering, business, and mathematics majors usually take an upper-division calculus-based course in statistics for which the AP Statistics course will be effective preparation. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments required.**

### **Data Science ADV**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Algebra 1 and Geometry*

"Data Science is a project-based course that provides students with modern skills for a career in the 21st century. This curriculum merges together key concepts and skills from both statistics and computer science with clear applications to everyday life. A successful completion of this course will set the foundation for many new and exciting occupations such as machine learning, artificial intelligence, and neural networks (along with traditional jobs in statistics and computer science). It is recommended that students enrolling in this course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts.





### **Honors Logic and Propositional Calculus DC**

Grade: 12

5 credits

Year

*Prerequisite: AP Calculus 1 A/B or concurrent enrollment*

Students will participate in a course that discusses truth values of logical expressions. Learning will begin by examining reasoning as it occurs informally in writing and conversations, and progresses to the central concepts of logic: argument, validity, truth and evidence. Truth tables and refutation trees will also be investigated. In today's world, logic has many applications in the fields of mathematics, linguistics, law, and engineering and computer science. *This course offers a dual credit opportunity with Stockton University.*

### **AP Computer Science A**

Grade(s): 11-12

5 credits

Year

*Prerequisite: Honors Computer 1 Java*

This course provides students an opportunity to further develop and refine their programming skills using the Java language. Students are expected to gain high proficiency in creating and implementing classes including creating new classes using inheritance and implementing interfaces. Topics studied in this course include one and two dimensional Arrays, Array Lists, advanced data structures, algorithms, algorithmic analysis, and object-oriented programming. Students also explore recursion and the close relationship between data structures and algorithms. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments required.**

### **AP Computer Science Principles**

Grade(s): 10-12

5 credits

Year

The purpose of Advanced Placement Computer Science Principles is to introduce students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. It focuses on fostering students to be creative and encourages students to apply creative process when developing computational artifacts. Students will design and implement innovative solutions using an interactive process. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information.

**Summer assignments required**



## **PHYSICAL EDUCATION AND HEALTH**

### **Physical Education/Health 9**

Grade: 9

5 credits

Year

This course includes a unit in cooperative learning/experiential education. Emphasis is placed on aerobic activities, large group and/or team sports, and fitness/weight training. The health teaching unit (one marking period) includes the following: alcohol; chemical substances; career education; wellness and family life education.

### **Physical Education/Health 10**

Grade: 10

5 credits

Year

This course has been designed to continue the development of skills through participation in numerous large group and/or team sport activities. Continued emphasis is placed on fitness and physical well-being throughout the year. Students take one marking period of classroom Driver Education to acquaint them with the driving techniques and strategies that prepare them to become safe, responsible drivers. The Driver Education phase culminates with the New Jersey State Written Driving Examination.

### **Physical Education/Health 11**

Grade: 11

5 credits

Year

This course begins to develop an awareness of individual and lifetime sports. Physical fitness is incorporated into this grade level physical education class. The eleventh grade units of study in health class include; Alcohol, Family Life Education, Diseases, and Career Education.

### **Physical Education/Health 12**

Grade: 12

5 credits

Year

This course will provide a positive experience in a variety of lifetime fitness activities, recreational activities and sports which focus on the establishment of a lifestyle that includes healthy and active choices. Senior health units include values, preventing violence, diseases and disabilities, financial decision, marriage and reproductive choices and drug and alcohol education.

### **Adaptive Physical Education/Health**

Grade(s): 9-12

5 credits

Year

This course is especially designed for those students whose physical, mental, or emotional conditions prevent them from participating in a regular physical education program. The activities provided are designed with each individual student's limitation in mind. Health education includes values and choices, body systems and drug and alcohol education.

**OR**

## **HEALTH/PE DANCE FITNESS**

***Students may choose to satisfy their health and physical education requirement through participation in the Dance Fitness PE courses listed below. These courses are restricted to those who demonstrate a strong interest in the dance curriculum through past participation, teacher recommendation, or private instruction. Priority will also be given to those "choice" students who were admitted to OCHS due to their interest/talent.***

### **Driver's Ed/PE Dance Fitness 10**

Grade: 10

5 credits

Year

This course includes continued development in dance and dance related fitness activities. It enables students to further their knowledge of different dance genres (jazz, ballet, hip hop, yoga and more) while focusing on coordination, flexibility, and endurance. Students will prepare various choreographed pieces on their own and collaborate with other students to perform in class. The health unit (one marking period)



is focused on Driver education. This unit will acquaint them with the driving techniques and strategies that prepare them to become safe responsible drivers. The Driver Education phase culminates with the New Jersey State Written Driving Examination.

### **Health/PE Dance Fitness 11**

Grade: 11

5 credits

Year

This course is designed for continued development to intermediate level dance and dance related fitness activities. It enables students to continue to develop knowledge and skills in various genres of dance (jazz, ballet, hip hop, yoga, modern, and more) while focusing on coordination/flexibility, endurance, and strength. Students will prepare various choreographed pieces on their own and collaborate with other students to perform in class. The health unit (one marking period) will include the following topics: alcohol, family life education, diseases, and career education.

### **Health/PE Dance Fitness 12**

Grade: 12

5 credits

Year

This class provides further development in dance and dance related fitness activities. It enables students to continue to develop knowledge and skills in various genres of dance (jazz, ballet, hip hop, yoga, modern, social dancing, and more) while focusing on coordination, flexibility, endurance, and strength. Students will prepare warm-ups and various choreographed pieces on their own and collaborate with other students to perform in class. The health unit (one marking period) will include the following topics: values, choices, body systems, and drug and alcohol education.

## **ELECTIVE**

### **Sports Medicine**

Grades: 10-12

2.5 credits

Semester

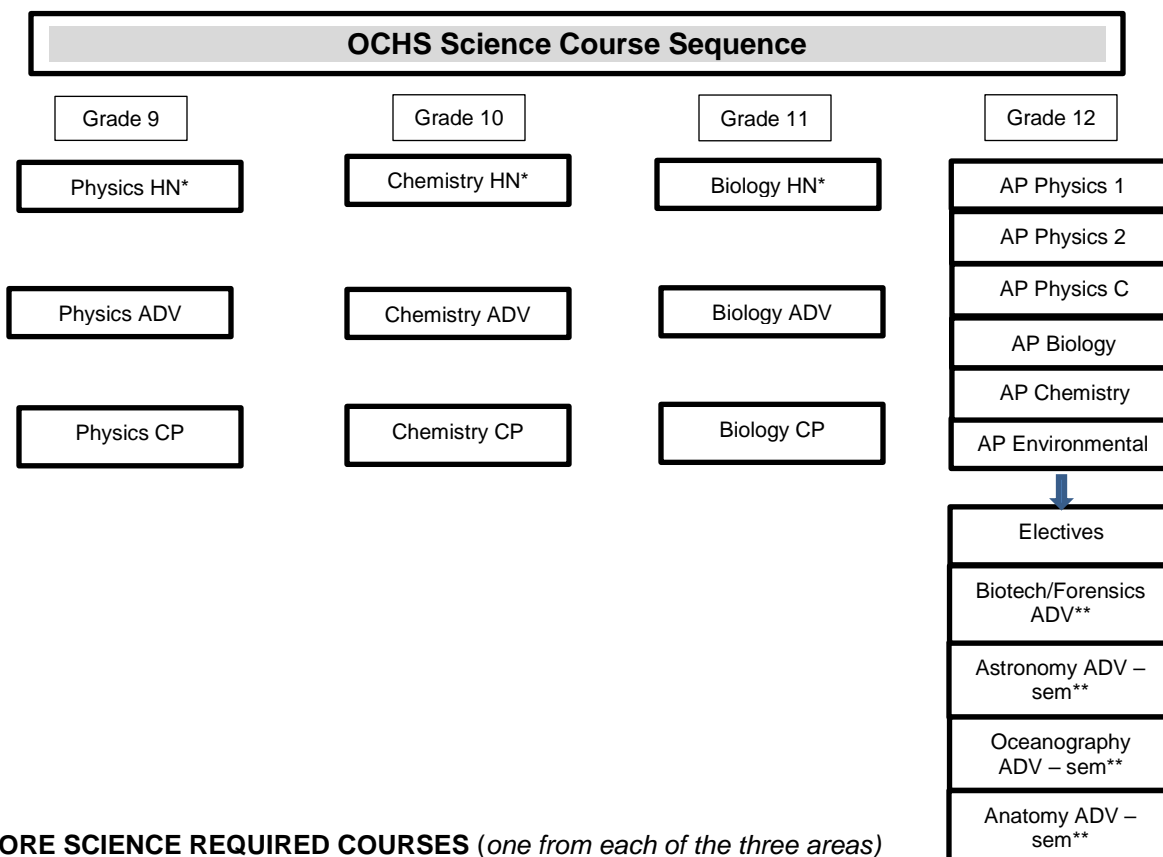
This course will provide high school students the basic knowledge and practical experience in dealing with personal sports injuries and injuries to others. It will address the topics of injury prevention, emergency first aid, and rehabilitation of athletic injuries. The course will be offered to 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students who have an interest in athletic training, physical therapy or a related medical field. Students will:

- Examine different allied medical specialists which comprise the sports medicine team.
- Identify common athletic injuries treated by different allied medical specialists.
- Identify structures which comprise the skeletal, muscular and nervous systems.
- Demonstrate basic splinting, taping and wrapping procedures for an injury.



## SCIENCE

The science program provides students with a curriculum that allows students to maximize their choices after high school. The department recognizes that not all students have the same interests, motivation, or skills. Therefore, a variety of levels are offered that provide students with instruction and challenges that are appropriate. Course selection is based upon expressed student goals and current level of ability and demonstrated achievement. Students can move from one level to another the following year based upon their success. Current instructors and counselors will guide you along the path.



**CORE SCIENCE REQUIRED COURSES** *(one from each of the three areas)*

### Physics

#### **Physics CP**

Grade: 9

5 credits

Year

Students will discover the mathematical concepts of our physical world. The course explores the laws of motion, gravitation and energy. Lab investigations include kinematics, mechanics, waves, light, optics, sound, and electricity. A working knowledge of basic algebraic math is required.

#### **Physics ADV**

Grade: 9

6 credits

Year

Physics ADV students will begin the process of building a foundation for future coursework in science. This course instructs through discovery based experiences about the physical world. A strong emphasis is placed on laboratory practices and the process of scientific investigation. The course focuses on a study of the laws of motion in 1 dimension, momentum, energy, circular motion, simple harmonic motion, waves, electrostatics, and DC circuits. The order of course topics is geared to reinforce student's current study of



mathematics by applying algebra to study physical scenarios in the real world. A strong background in mathematical reasoning is recommended.

### Honors Physics

Grade: 9

6 credits

Year

*Prerequisite: Students must be concurrently enrolled in Honors level math.*

Honors Physics students will begin the process of building a foundation for future coursework in science. This course instructs through discovery based experiences about the physical world. A strong emphasis is placed on laboratory practices and the process of scientific investigation. The course provides an in-depth study of the laws of motion in 1 dimension, momentum, energy, circular motion, simple harmonic motion, waves, electrostatics, and DC circuits. The order of course topics is geared to reinforce student's current study of mathematics by applying algebra to study physical scenarios in the real world. A very strong background in mathematical reasoning is highly recommended. **(Summer enrichment activities)**

### AP Physics 1

Grade(s): 9-12

7 credits

Year

*Prerequisite for 9<sup>th</sup> graders: 8<sup>th</sup> grade Physics, concurrently enrolled in Honors Geometry. Concurrent enrollment in Honors Algebra 2 recommended. / Prerequisite for 10<sup>th</sup> graders: Honors Physics*

Advanced Placement Physics 1 is one of two options for students interested in taking an algebra-based AP Physics course. The AP Physics 1 course focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics sequence (kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound). The course provides students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. The purpose of the course is to prepare students for the Physics 1 Advanced Placement examination. A very strong background in scientific and mathematical reasoning is highly recommended. **Summer assignments are required.**

### AP Physics 2

Grade(s): 10-12

7 credits

Year

*Prerequisite: Honors Physics or AP Physics 1*

Advanced Placement Physics 2 is the second of two options for students interested in taking an algebra-based AP Physics course. The AP Physics 2 course focuses on the big ideas typically included in the second semester of an algebra-based, introductory college-level physics sequence (fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics). The course provides students with enduring understandings to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. The purpose of the course is to prepare students for the Physics 2 Advanced Placement examination. A very strong background in scientific and mathematical reasoning is highly recommended. **Summer assignments are required.**

### AP Physics C

Grade: 12

7 credits

Year

*Prerequisite: Honors Physics or AP Physics 1, completed AP Calculus A/B and concurrently in AP Calculus B/C.*

Advanced Placement Physics C, calculus based physics, is the most mathematically rigorous class offered in the physics curriculum and is offered as a more mathematical alternative to AP Physics 1. The course covers the material typically presented in the first semester of a college calculus based physics sequence intended for science and engineering majors. Students considering a major in science or engineering at a highly competitive college or university are highly encouraged to take this course. Through inquiry-based learning and intense mathematical analysis, students will develop a deeper understanding of the physical world and improve their critical thinking and reasoning skills. It is strongly recommended that all prerequisites be met. **Summer assignments are required.**



## **Chemistry**

### **Chemistry CP**

Grade(s): 10-12

5 credits

Year

This is an introductory chemistry course designed to provide students with an overview of inorganic chemistry topics. Within these units, students will study matter, solutions, formulas, bonding atomic structure, the mole concept, equations, gases and acid base theory. Students that plan to continue their academic careers at the college level and have no plans to pursue a science or math related major may opt to take this course

### **Chemistry ADV DC**

Grade(s): 10-12

6 credits

Year

This course provides the college bound student with a solid background in both organic and inorganic chemistry. Students should have a solid foundation in math and will study topics such as equilibrium, electrochemistry, redox reactions, organic chemistry, descriptive chemistry and nuclear chemistry. Laboratory periods are designed to provide the students with maximum exposure to chemistry techniques, equipment and research. Students planning on applying to a competitive 4-year college should take this course. *This course offers a dual credit opportunity with ACCC. (10 % additional weighted value)*

### **Honors Chemistry DC**

Grade(s): 10-12

6 credits

Year

This course is an accelerated in-depth study of chemical reactions, chemical bonding, stoichiometry, acids and bases, properties of solids, liquids and gasses, kinetics, organic chemistry and the mathematical relationships of each. Students must have completed geometry and be currently enrolled in Algebra 2. *This course offers a dual credit opportunity with ACCC. (Summer enrichment activities)*

### **AP Chemistry**

Grade(s): 11-12

7 credits

Year

*Prerequisite: HN Chemistry*

Advanced Placement Chemistry is the most rigorous class offered in chemistry and mirrors the pace, scope and sequence of those found in a college-level freshman chemistry class. Students considering a science related major at a highly competitive college or university are encouraged to take this course. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments are required.**

## **Biology**

### **Biology CP**

Grade(s): 11-12

5 credits

Year

This course creates an understanding of the biological sciences. Major areas of concentration are Matter, Energy and Organization in Living Systems, Diversity and Biological Evolution, and Reproduction and Heredity.

### **Biology ADV**

Grade(s): 11-12

6 credits

Year

This college preparatory biology course is an in-depth study of the natural world including topics such as cell biology, biochemistry, cellular transport, photosynthesis, respiration, cellular division, genetics, evolution, ecology, and taxonomy as they relate to Matter, Energy and Organization in Living Systems, Diversity and Biological Evolution, and Reproduction and Heredity.

### **Honors Biology**

Grade(s): 11-12

6 credits

Year

This course is designed for the highly motivated student and provides an accelerated in-depth study of life and living things, their structures and functions, systems and process in relation to their environment. It is





designed to best prepare students for future enrollment in AP Biology. Topics will include, but not be limited to: inquiry into the nature of life, basic chemistry and biochemistry, energy transformations, biological structures and functions, biological systems and processes, cellular and human reproduction, photosynthesis, genetics, taxonomy, ecology and evolution. **(Summer enrichment activities)**

### **AP Biology DC**

Grade(s): 12

7 credits

Year

*Prerequisite: HN Biology*

The Advanced Placement biology course is the most rigorous class offered in biology and mirrors the pace, scope and sequence of those found in a college-level freshman biology class. Students considering a science related major at a competitive college or university are encouraged to take this course. Each student is required to take the AP exam at the end of the course and based upon the college, credit may be awarded. *This course offers dual credit opportunity with Stockton University.* **Summer assignments are required.**

### **AP Environmental Science**

Grade(s): 11-12

7 credits

Year

*Prerequisite: Honors Biology, Adv. Chemistry, Physics completion or concurrent enrollment.*

The AP Environmental Science course is designed to be an introductory college course in Environmental Science including geology, biology, chemistry, and environmental science. It is a rigorous science course that not only encompasses scientific principles of these disciplines but includes scientific analysis of data, laboratory studies, and field investigations. Each student is required to take the AP exam at the end of the course and based upon the college, credit may be awarded. **Summer assignments are required.**

### **SCIENCE ELECTIVES- Note: These electives do not supplant Core Science requirements.**

#### **Anatomy and Physiology ADV**

Grade(s): 11-12

2.5 credits

Semester

*Prerequisite: Min of Adv. Chemistry and concurrent enrollment in Adv. Biology.*

The course will begin with an introduction to anatomy and its various branches, followed by a study of chemical organization, cells, tissues, organs, and various body systems. In part 2, studies continue with the study of the human body with emphasis on the cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. It will also discuss special topics, including pregnancy, human development.

#### **Biotechnology: Forensic Science ADV**

Grade(s): 11-12

5 credits

Year

Biotechnology is the technology behind the science of forensics. It involves the study and application of science to the processes of law and involves the collection, examination, evaluation and interpretation of evidence. This field encompasses many scientific areas which, if used properly, can make invaluable contributions to the resolution of social and legal disputes. The full year course will review the basic applications of the biological, physical, chemical, medical and behavioral sciences to questions of evidence and law. In doing so, students should gain a basic understanding of the capabilities and limitations of the forensic sciences as they are presently practiced.

#### **Astronomy ADV**

Grade(s): 11-12

2.5 credits

Semester

*Prerequisite: Algebra 2 ADV or taking concurrently*

This course of study entails selected topics in modern astronomy and advanced related topics in physics, chemistry and mathematics. Students will work with the 14" Celestron and 10" Meade telescopes for observational and astro-photographic laboratory projects involving the sun, planets, stars, nebulae and galaxies.

**Oceanography ADV**

Grade(s): 11-12

2.5 credits

Semester

*Prerequisite: Chemistry ADV and Algebra 2 ADV or taking concurrently*

This course focuses on the coastal region and the political, economic, and ecological factors involved in the development of this important environment. Research and analysis are required of the social, biological, chemical, physical and geological problems of this rich and unique area of study. Approximately half the class will be dedicated towards the Physical Oceanography and Coastal Geology of NJ. The second portion will focus on the Marine Biology of our shoreline.



## **SOCIAL STUDIES**

### **Information about Academic Levels – See page 16**

#### **World History CP or ADV**

Grade: 9 5 credits Year

This course will examine the history of the modern world from 1700 to the present through the following themes: continuity and change, political and social systems, religions and value systems, economics and technology, geography, diversity, impact on the individual, global interaction, and art and literature.

#### **HN World History**

Grade: 9 5 credits Year

This course will examine an in-depth study of the history of the modern world from 1700 to the present through the following themes: continuity and change, political and social systems, religions and value systems, economics and technology, geography, diversity, impact of the individual, global interaction and art and literature. Throughout this course, emphasis will be place on both critical thinking and writing.

**(Summer enrichment activities)**

#### **United States History 1 CP or ADV**

Grade: 10 5 credits Year

This course will examine American history and the evolution of the U.S. Constitution through the following themes: American democracy, civil rights and liberties, economic development, conflict and cooperation, geography and environment, the influence of technology, the individual and family life, humanities and religion, cultural diversity and the role of the US in world affairs. The time period covered is colonization to approximately 1900.

#### **HN United States History 1 DC**

Grade: 10 5 credits Year

This course will encourage students to participate in an in-depth study of American history and the evolution of the U.S. Constitution. This class covers the political, social, economic, and cultural aspects of America's history, and examines events from colonization to approximately 1900. Throughout this course, emphasis will be placed on both critical thinking and writing. **(Summer enrichment activities)** *This course offers a dual credit opportunity with Stockton University.*

#### **AP United States History 1 DC**

Grade: 10 5 credits Year

Students will participate in a college-level study of American history and prepare for the AP American history exam. This class covers the political, social, economic and cultural aspects of America's history and describes the major events and chronology beginning with the Age of Exploration and continuing through approximately 1900. **Summer assignments are required.** *This course offers a dual credit opportunity with Stockton University.*

#### **United States History 2 CP or ADV**

Grade: 11 5 credits Year

This course will examine modern American history through the following themes: American democracy, civil rights and liberties, economic development, conflict and cooperation, geography and environment, the influence of technology, the individual and family life, humanities and religion, cultural diversity and the role of the US in world affairs. The time period covered is approximately 1900 to the present.

#### **HN United States History 2 DC**

Grade: 11 5 credits Year

This course will encourage students to participate in an in-depth study of American history. This class covers the political, social, economic and cultural aspects of America's history, and examines events from



approximately 1900 to the present. Throughout this course emphasis will be place on both critical thinking and writing skills. **(Summer enrichment activities)** *This course offers a dual credit opportunity with Stockton University.*

### **AP United States History 2 DC**

Grade: 11

5 credits

Year

This course will continue to prepare students for the AP American History exam. Students will be provided with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in American history. The course examines the events of the twentieth century, from Progressivism to present day and makes college-level demands upon the students. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments are required.** *This course offers a dual credit opportunity with Stockton University.*

### **Social Studies Electives**

#### **AP American Govt. & Politics**

Grade(s): 11-12

5 credits

Year

This course provides an in-depth study of American government and politics at the college level and preparation for the Advanced Placement examination in American Government and Politics, US. The course covers the foundations of American government, and the development and implementation of policies by the government. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments are required.**

#### **AP Psychology**

Grade(s): 11-12

5 credits

Year

This course will introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the other major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments are required.**

#### **AP World History**

Grade(s) 10-12

5 credits

Year

This course will provide an in-depth study at the college level of the past 1000 years of World History. This course is designed to help students develop a greater understanding of global processes, and highlight the nature, causes, and consequences of changes within the international framework, as well as comparisons of major societies. Through the study of cultural, institutional and technological precedents, students will develop more analytical research skills. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments are required.**

#### **AP Human Geography**

Grade(s): 10-12

5 Credits

Year

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments are required.**

**American Government ADV**

Grade(s): 11-12

5 credits

Year

This course will examine the origins of the American system of government and politics today. Students will analyze the balance of rights and responsibilities of citizens, the functioning of government at various levels, and examine the important public issues. The class will utilize a variety of media, news sources and guest speakers.

**Behavioral Science ADV**

Grade(s): 9-10

5 credits

Year

This course will examine the basic principles of human behavior and mental processes including such topics as human development, learning, memory, sleep and dreams, stress and conflict, personality and psychological disorders. Whenever possible, classroom activities are used to illustrate information discussed in class.

**Contemporary World Cultures ADV**

Grade(s): 11-12

5 credits

Year

This course will examine different societies, their interrelationships and their beliefs, with special emphasis placed on such institutions as family, religion and government. Anthropology, sociology, geography, and other social sciences are incorporated. Activities, movies, music, and discussions dealing with current issues affecting all cultures are an integral part of the course.

**Criminal Justice 1 ADV**

Grade(s): 9-10

5 credits

Year

In this course, students will examine society's response to crime and the social science of criminology. Focus will be placed on criminal justice in the United States. Students will consider the development of the criminal justice system while framing crime in the context of our culture. Students will evaluate our current system and propose ways to shape the system to meet the needs of our society. The course will also review the history of the events that have shaped the field of law and those tasked with enforcement. Students will review real case studies to determine how local, state, and federal agencies prevent and at times respond to crimes committed by terrorists and their supporters. Students will further explore the role of crime fighting agencies, prosecuting and defense attorneys, judges, and others connected to the investigation and trials of those who commit illegal acts. The use of guest speakers will expose students to careers in the field of law.

**Criminal Justice 2 ADV DC**

*Prerequisite: Criminal Justice 1 ADV.*

Grade(s): 10-12

5 Credits

Year

This year long course studies the major disciplines of criminal justice. Students will also investigate important topics as they relate to forensic science. This class encourages the development of an understanding of the US criminal justice system on three levels, law enforcement, adjudication and corrections. Students will also evaluate social patterns and how an individual's background impacts the criminal justice process. Students will learn the appreciation of diversity and recognition of the significance that diversity has on our nation in the new millennium. While looking at the root causes of crime, students will challenge each other to develop strategies for our criminal justice system as modern America is constantly changing. The use of guest speaker and fieldtrips will expose students to careers in the field of law. *This course offers a dual credit opportunity with ACCC. (10 % additional weighted value)*

**History through Film ADV**

Grade(s): 10-12

5 credits

Year

This course will analyze the argument that Americans get the majority of knowledge about historical events by viewing films that are produced by the mass entertainment industry. This course will examine how accurately Hollywood portrays historical events and characters, and what dangers exist for American democracy if a large portion of our population believes in a history that never really happened. Using films, as well as primary and secondary sources, students will analyze the accuracy and impact of Hollywood films and United States history.

**Holocaust/Genocide Studies ADV DC**

Grade(s): 11-12

5 Credits

Year

This course in Holocaust and Genocide Studies provides a broad interdisciplinary study of the Holocaust and other genocides of the 20th and 21st centuries. Studies about the Holocaust and other genocides address a central tenet of education: what it means to be a responsible citizen in a democratic society. The Holocaust and other crimes against humanity are examined in an attempt to understand how and why such events took place, with a view to future prevention. Discussion, primary sources, movies and documentaries are a vital part of the course. *This course offers a dual credit opportunity with Stockton University. (10 % additional weighted value)*

**African American Studies ADV DC**

Grade(s): 10-12

5 Credits

Year

The course in African American Studies will cover significant aspects of African American history and culture, emphasizing the development of African American communities from the introduction of slavery to North America up to the present. Topics include: an exploration of a rich African history, the introduction of Africans to America, the development of an African American identity, the role slavery played in the African American community, contributions African Americans have made to the United States and the world, as well as issues facing African Americans today. African American Studies will provide students with a better understanding of African American history and the African American present. Discussion, primary sources, movies and documentaries are all vital parts of the course. *This course offers a dual credit opportunity with Stockton University. (10 % additional weighted value)*

**Current Issues through Media CP**

Grade(s): 10-12

5 credits

Year

This course will cover a variety of issues and problems that face society today through the use of films, the Internet, television, newspapers and magazines. Topics covered will reflect both the national and international scene, and will include current events as well as current issues. Included will be videos and discussions related to: prejudice, terrorism, censorship, capital punishment, citizenship and the rights of individuals under the law.







### International Arts & Crafts

Grade(s): 10-12

5 credits

Year

This course is designed to introduce the students to the *World of Crafts*. The students will learn to create a multitude of crafts from around the world. The basic principles and elements of fine art, food, religion, literature, academics and the daily lifestyle of various cultures will be studied. Sewing, fashion design, book making, jewelry, pottery, painting, drawing, sculpture, art history & graphic design will be introduced.

### Ceramics

Grade(s): 10-12

2.5 credits

Semester

This course will explore the expansive field of ceramics utilizing hand-built methods and the potters' wheel. The course includes pottery, sculpture, firing, decorating and glazing techniques, and a brief history of the field of ceramics.

### Introduction to Digital Art/ Art & Animation

Grade(s): 9-12

5 credits

Year

The Introduction to Digital Art + Animation course will allow students to explore the basics of digital art. This course is designed to teach students how to navigate the Adobe Programs (Photoshop, Illustrator, and Animate) and use a variety of digital tools to create art. Students will be introduced to photography, illustration, design, and character animation. Students learn the basic theory and mechanics behind animation develop observational and drawing skills and study the fundamental principles of character design, layout, and storyboarding.

### Computer Graphics 1 DC

Grade(s): 10-12

5 credits

Year

This course will explore the endless possibilities of computer-generated art. Students will examine the basic elements of design and composition to communicate concepts digitally. Production, aesthetics, communication and the fundamentals of the Adobe programs will be discovered. A basic understanding of Art and design is encouraged. *This course offers a dual credit opportunity with ACCC. (10 % additional weighted value)*

### Computer Graphics 2 DC

Grade(s): 11-12

5 credits

Year

*Prerequisite: Computer Graphics 1*

This course will involve students using programs, techniques and design concepts in the digital arts at a professional capacity. Students will utilize advanced components of the Adobe programs with a basic understanding of the Macromedia programs to create interactive web sites and graphic designs. Strong computer, art, and design skills are highly recommended. *This course offers a dual credit opportunity with ACCC. (10 % additional weighted value)*

### Photography

Grade(s): 10-12

2.5 credits

Semester

This course will introduce the students to the fundamentals of digital photography. Students will learn the basic principles and techniques of working with digital SLR cameras. They will experience the photo editing process and experimentation with the media. Students will learn the basics such as composition, light and exposure, types of cameras and work with Adobe Lightroom. They will also practice proper filing and presentation of their work. Students will see what makes a successful photo and what does not. **Students are encouraged to have 32G SD card for file saving purposes.**

### Photography 2

Grade(s): 11-12

2.5 credits

Semester

*Prerequisite: Photography I. Students are expected to have a working knowledge of digital SLR cameras and Adobe Lightroom.*

In this course, students will advance their technical and aesthetic skills in digital photography and digital photo-editing. A major part of the course will cover digital media and its application in fine arts and communication with focus on a conceptual thinking. **Students are encouraged to have 32G SD card for file saving purposes.**



### **Portrait Photography**

Grade(s): 10-12

2.5 credits

Semester

*Prerequisite: Photography I. Students are expected to have a working knowledge of digital SLR cameras and Adobe Lightroom.*

This course is designed to teach students how to take quality portraits. Students will learn how to work with all different types of subjects, from individuals to groups. Skills learned will include capturing facial expressions, personality, or mood of your subject using composition, lighting, and backgrounds. Students will learn the types of lighting and posing, how to shoot in studio or on location, and how to master the gear they will need to create inspiring work. Portraiture is by far the most common form of photography, creating compelling portraits requires in part the ability to connect with people, and this class would be designed to offer the learning experience to students interested in work with humans.

### **Piano**

Grade(s): 9-12

5 credits

Year

This course includes theory and practice of learning to play the piano. The class is taught through individual and group instruction. Keyboard skills and basic theory is taught according to each student's level of musical background. Instruction includes the study of a variety of styles of musical literature. Students of all levels may sign up for this course.

### **Music in Films and Games**

Grade(s): 10-12

5 credits

Year

In this course, students will learn that film is one of the most prominent art forms. In many ways, it is a reflection of our culture, as it is a primary means of entertainment and diversion in our society. The study of film has often centered on the visual aspects of the medium with little attention given to the important role that music plays. The purpose of this course will be to obtain an increased awareness of the many functions of film music and learn about its prominent role in the cinema. We will study the works of many prominent film and gaming composers as well as some of the lesser-known ones. In addition, we will explore the elements of music, musical forms and style periods. Combining an increased knowledge about music with an understanding of the functions of the film score will enhance our awareness of the not so hidden dimension of film, its music.

### **AP Music Theory**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Audition*

This course includes analyzing and writing music on an advanced level for students expecting to take the Advanced Placement Exam in May. The Advanced Placement Music Theory course focuses on the musical material and skills required for the AP Music Theory Exam. The course will focus on developing a thorough understanding of music analysis, music composition, ear training and sight singing skills and the ultimate goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will apply their knowledge and skills to arranging and composition projects, conducting, keyboard application while developing the mastery needed to be successful on the AP Exam and comparable to a first-year music theory course in college. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information. **Summer assignments are required.**

### **Mixed Choir/ Concert Choir**

Grade(s): 9-12

5 credits

Year

*Prerequisite: Audition*

This course is offered to students who have a sincere interest in singing and will participate in a course designed to improve their vocal abilities and overall musical skills. Students will be introduced to sight-singing and basic vocal techniques



### **Select Choir**

Grade(s): 11-12

5 credits

Year

*Prerequisite: One year of Concert Choir and Audition*

This course is offered to students who have had previous choral singing experience. They will study and perform a variety of vocal music styles while working to refine their skills. Music theory, sight-singing and proper vocal techniques will be emphasized.

### **Choir/Concert Band**

Grade(s): 9-12

5 credits

Year

This course is for students who wish to perform in both vocal and instrumental music. Instruction includes the study of a variety of styles of musical literature. Marching band, wind ensemble, and jazz ensemble are included in this group.

### **Wind Ensemble**

Grade(s): 9-12

5 credits

Year

*Prerequisite: Audition*

This course is for upperclassmen who are accomplished musicians. Students will receive instruction in playing music harmoniously as a unit. Marching band, wind ensemble, and jazz ensemble are included in this group.

### **Concert Band**

Grade(s): 9-12

5 credits

Year

This course will consist of: freshmen and upperclassmen at an intermediate level of ability and/or students with scheduling difficulties that interfere with their ability to meet at the time the "Wind Ensemble" convenes. Students will participate in marching band, concert band and jazz ensemble.

### **Instrument Improvisation**

Grade(s): 10 -12

5 credits

Year

*Prerequisite: Audition*

This course will have students exploring the skills needed to improvise in various musical idioms, ranging from Jazz to Rock. Students must be able to play an instrument and read music. Students will apply traditional music theory and analysis and gain an understanding of jazz history and the importance of popular music in American history. Designated reading and listening assignments as well as performances at school functions will be required components. **This is a horn-based class.**

### **String Orchestra**

Grade: 9 -12

5 credits

Year

*Prerequisite: Audition or teacher recommendation.*

This course is for students who currently are able to play at an intermediate level of ability. Students will receive instruction in playing strings harmoniously as an ensemble and performing. Community and school performances will be required.

### **Board Approved Visual/Performing Arts Courses Not Currently Active:**

#### **Jazz/Rock Ensemble**

Grade(s): 10 -12

5 credits

Year

*Prerequisite: Audition*

This course is an ensemble group with an atmosphere for creative expression in the art of popular music. Included will be the music of the rock genre from the 1950's to today. The jazz idiom will be studied in the small ensemble setting covering styles from blues to bop. Students will rehearse, perform, and compose the various styles of music as part of the course requirement.



## WORLD LANGUAGE

### **American Sign Language 1 ADV**

Grade(s): 9-12 5 credits Year

This course provides an introduction to American Sign Language, the language used by the Deaf community. Student experiences will include vocabulary development, numbers, finger spelling and an introduction to the syntax and grammar through conversational phrases, dialogues and videotapes. Class is primarily conducted in sign language with no voice. Students will explore Deaf culture, history, and related vocational opportunities.

### **American Sign Language 2 ADV**

Grade(s): 10-12 5 credits Year

*Prerequisite: ASL 1 ADV*

This course will continue the study of American Sign Language in an environment devoid of voicing. The use of signing space, facial grammar, body postures, fluent finger spelling, and continued vocabulary development will be emphasized. More complex grammatical structures will be introduced and students will participate in various role-playing activities. Students will continue to gain an understanding of Deaf Culture during field trips, assemblies and classroom visits from Deaf presenters.

### **HN American Sign Language 3 DC**

5 credits Year

*Prerequisite: ASL 2 ADV*

This course is for students who have demonstrated exceptional ability and interest in the study of ASL and who seek more challenging linguistic exploration into the language. Students will continue to deepen their study of American Sign Language and Deaf Culture in an environment devoid of voicing. This course will be taught through project-based thematic units where students are part of a "minority culture" on planet Earth where the majority of people are Deaf, American Sign Language users. Students will spend significant time preparing for the Sign Language Proficiency Interview (SLPI) in an effort to earn the "Seal of Biliteracy" certificate at the conclusion of the course. *This course offers Dual credit opportunity with Stockton University. (Summer enrichment activities)*

### **HN American Sign Language 4 DC**

Grade 12 5 credits Year

*Prerequisite: HN ASL 3*

ASL 4 provides an opportunity for students to apply knowledge of American Sign Language (ASL) grammar and vocabulary to the description of increasingly complex constructs, processes and situations. Students will: incorporate multiple character role shifting into medium-length stories, narratives and the discussion of hypothetical issues; continue to analyze multiple meaning English words and English idioms to express concepts in ASL; have the opportunity to gain knowledge about the Deaf Community as a part of the human diversity. Information on cultural values and attitudes as they relate to the Deaf Community will also be examined. *This course offers Dual credit opportunity with Stockton University. (Summer enrichment activities)*

### **French 1 ADV**

Grade(s): 9-12 5 credits Year

This course will study the French language and the francophone culture in a lively and highly personalized manner. The four language skills of listening, speaking, reading, and writing are developed sequentially. Students communicate with one another in basic French using vocabulary of everyday situations.

### **HN French 2 DC**

Grade(s): 9-12 5 credits Year

*Prerequisite: French 1 ADV*

This course is for the student who demonstrates exceptional ability and interest in the study of French and is seeking more challenging work. This course will continue the study of French and further develop the four language skills. Practical vocabulary is studied in thematic units. Students work with partners and



independently to develop their speaking and writing skills. **(Summer enrichment activities)** *This course offers dual credit opportunity with ACCC.*

### **HN French 3 DC**

Grade(s): 10-12 5 credits Year

*Prerequisite: French 2 HN or ADV*

This course is for students who have demonstrated exceptional ability and interest in the study of French and who seek more challenging writing, speaking and listening activities. Students must be recommended by their previous instructor. **(Summer enrichment activities)** *This course offers dual credit opportunity with ACCC or Stockton University.*

### **AP French**

Grade: 12 5 credits Year

This course will emphasize the use of the French language for active communication and the ability to understand spoken French in various contexts. French vocabulary, sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings, will enable students to express themselves coherently, resourcefully, and with fluency and accuracy in both written and spoken French. Most of the class time is devoted to discussing literature, French films, or current events and to writing expository essays. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information.

**Summer assignments are required.**

### **Italian 1 ADV**

Grade(s): 9-12 5 credits Year

This course is a rigorous study of the basic skills which leads to a continuation of the higher levels of Italian. The class will emphasize speaking, reading, writing and comprehension at a beginning level of the target language.

### **Italian 2 ADV DC**

Grade(s): 10-12 5 credits Year

*Prerequisite: Italian 1 ADV*

This course will continue the study of the Italian language and culture. Through the participation in listening, speaking, reading and writing activities, students will expand on the language abilities acquired the previous year. Students will engage in everyday conversations and reinforce their grammatical skills. *This course offers a dual credit opportunity with ACCC (10 % additional weighted value).*

### **HN Italian 3 DC**

Grade(s): 11-12 5 credits Year

*Prerequisite: Italian 2 ADV*

Students will continue studying the Italian language and culture from an elementary to an intermediate level. Thanks to this course, students will have the opportunity to apply the vocabulary and grammatical structures (learned during the previous two years) to real-life conversations and written compositions on more advanced topics. Students will read some literary works such as short stories and will explore cultural topics on a more advanced level. *This course offers a dual credit opportunity with ACCC. (Summer enrichment activities)*

### **Greek ADV**

Grade(s): 10-12 5 credits Year

This course will introduce basic Greek grammar, vocabulary, Greek and English word elements (prefixes, roots, and suffixes), English derivatives from Greek roots, as well as provide translation skills and an appreciation of the contributions of Greek Language, history and culture to world civilization.





### **Latin 1 ADV**

Grade(s): 9-12

5 credits

Year

This course will introduce basic Latin grammar, vocabulary, Latin and English word elements (prefixes, roots, and suffixes), English derivatives from Latin roots, as well as translation and Roman history and culture.

### **Latin 2 ADV**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Latin 1 ADV*

This course will review the contents of Latin 1 ADV and provide additional Latin grammar, Latin and English vocabulary and derivatives, and translation skills, and will continue the introduction to Roman history, culture and its contribution to Western and world civilization.

### **HN Latin 3**

Grade(s): 11-12

5 credits

Year

*Prerequisite: Latin 2 ADV*

This course is for students who demonstrate exceptional interest and ability in Latin study and are seeking more challenging work. This course will review and continue the study of grammar, vocabulary, translation, literary devices, and Roman history and culture related to translation of selections by the great Roman orator Cicero. **(Summer enrichment activities)**

### **HN Latin 4**

Grade(s): 11-12

5 credits

Year

*Prerequisite: Latin 3 ADV*

This course will review previously studied grammar, vocabulary and translation skills studied in the previous three levels and present additional grammar, vocabulary, poetic devices, meter, and figures of speech necessary to translation of Roman poets. Students will be able to experience, through translating additional passages in Roman poetry (especially Vergil) and Latin literature, in greater depth. Latin IV (H) would prepare the student for the competitive National Latin Exam IV: Poetry. **(Summer enrichment activities)**

### **Spanish 1 CP**

Grade(s): 9-12

5 credits

Year

This course will provide an introduction to the Spanish language and culture in a course which requires a high amount of participation. Speaking, reading, writing and listening skills will be practiced. This is an introductory course which leads to Spanish 1 Advanced.

### **Spanish 1 ADV**

Grade(s): 9-12

5 credits

Year

This course is a rigorous study of the basic skills which leads to a continuation of the higher levels of Spanish. The class will emphasize speaking, reading, writing and comprehension at a beginning level of the target language.

### **HN Spanish 1**

Grade: 9

5 credits

Year

This course is designed for the student who is a high achiever, hard-worker, and who has a desire to move at a very fast pace. The course will expand and spiral previous topics and grammatical concepts learned in Spanish studies prior to high school. Collaborative learning activities are utilized to development very high listening and speaking skills. Reading, writing, and grammatical skills will continue to develop at a rapid pace. Students will have homework, oral and written assignments and will be expected to work cooperatively. Although the goal of the Language Department is "proficiency," there will be attention to detail. Students will be preparing for Spanish 2 Honors, with a goal of reaching AP Spanish in the senior year. **(Summer enrichment activities)**



### **Spanish 2 ADV**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Spanish 1 ADV*

This course will expand and spiral previous topics. Personalized collaborative learning activities are utilized to continue the development of listening and speaking skills. Reading, writing, and grammatical skills continue to develop.

### **HN Spanish 2**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Spanish 1 ADV*

This course is for the student who demonstrates exceptional ability and interest in the study of Spanish and is seeking more challenging work. The course will expand and spiral previous topics. Personalized collaborative learning activities are utilized to continue the development of listening and speaking skills. Reading, writing, and grammatical skills continue to develop. **(Summer enrichment activities)**

### **Spanish 3 ADV DC**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Spanish 2 ADV*

This course will expand and spiral previous topics and grammatical concepts. Collaborative learning activities are utilized to development listening and speaking skills. Reading, writing, and grammatical skills continue to develop. Students will have homework, oral and written assignments and will be expected to work cooperatively. Although the goal of the Language Department is "proficiency," this year there will be attention to detail. Students will be preparing for Spanish 4, and for the intermediate level of college language study. *This course offers a dual credit opportunity with ACCC .or Stockton University (10 % additional weighted value)*

### **HN Spanish 3 DC**

Grade(s): 10-12

5 credits

Year

*Prerequisite: Spanish 2 HN or ADV*

This course will offer students who have demonstrated exceptional ability and interest in the study of Spanish to communicate in practical, survival situations and simulations. Students will also express opinions, deal with abstract ideas and symbolism and express emotions, wishes, and preferences using the target language. The course is designed for the students who seek more challenging writing, speaking and listening activities. Students must be recommended by their previous instructor. *This course offers dual credit opportunity with ACCC or Stockton University. (Summer enrichment activities)*

### **Spanish 4 ADV DC**

Grade(s): 11-12

5 credits

Year

*Prerequisite: Spanish 3 ADV*

This course will provide a rigorous and challenging course of study. Some preparation for the advanced placement course and/or college level programs will be provided. Activities requiring higher order thinking skills are used to continue to develop language usage. *This course offers a dual credit opportunity with ACCC or Stockton University (10 % additional weighted value)*

### **AP Spanish Language**

Grade: 12

5 credits

Year

This course will be in preparation for advanced college study of Spanish. Students should be able to use the Spanish language to understand conversations, lectures, oral presentations, newspapers, letters, instructions, internet articles, and short stories. Students will be able to express themselves orally by describing, inquiring, arguing, and convincing and using a variety of styles and strategies. Students are expected to participate regularly in class discussion. Students will participate in a long-term research assignment utilizing proper note taking and writing formats. It is strongly recommended that the student take the respective AP exam. Students with an economic hardship must see their guidance counselor for financial aid information **Summer assignments are required.**



### **Spanish for Heritage Speakers 1**

Grade(s): 9-12

5 credits

Year

*Prerequisite- Oral proficiency in Spanish*

This course is designed specifically for native or heritage Spanish speakers with oral proficiency but little or no formal training in the language. Generally, these are learners who are raised in homes where Spanish is spoken. The purpose is to build upon the language knowledge the students already possess and enhance proficiency in Spanish literacy through a variety of contexts such as building vocabulary, strengthening composition skills, and literature. The students will also gain a better understanding of other traditions through exploration of the various cultures in the Hispanic world.

### **Spanish for Heritage Speakers 2**

Grade(s): 10-12

5 credits

Year

*Prerequisite- Spanish for Heritage Speakers 1*

Students in this course will improve their written and spoken communication and become fully bilingual and biliterate. These learners will read and analyze literature, examine cultural perspectives, hone their grammar and writing skills, as well as speak confidently in both interpersonal and presentational modes. The courses would lead students toward acquiring a Seal of Biliteracy in addition to an opportunity to enroll in AP Spanish.